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ABSTRACT

This learning module emphasizes workplace communication skills with a special focus on the team environment. The following skills are addressed: speaking with clarity, maintaining eye contact, listening carefully, responding to questions with patience and an open mind, showing a willingness to understand, giving instructions clearly, and formulating questions, opinions and responses carefully. The module includes units for six class sessions. Each unit includes the following materials: rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction, evaluations, information sheets, problems to solve, and transparency masters, pretests and posttests, and course evaluations. (KC)

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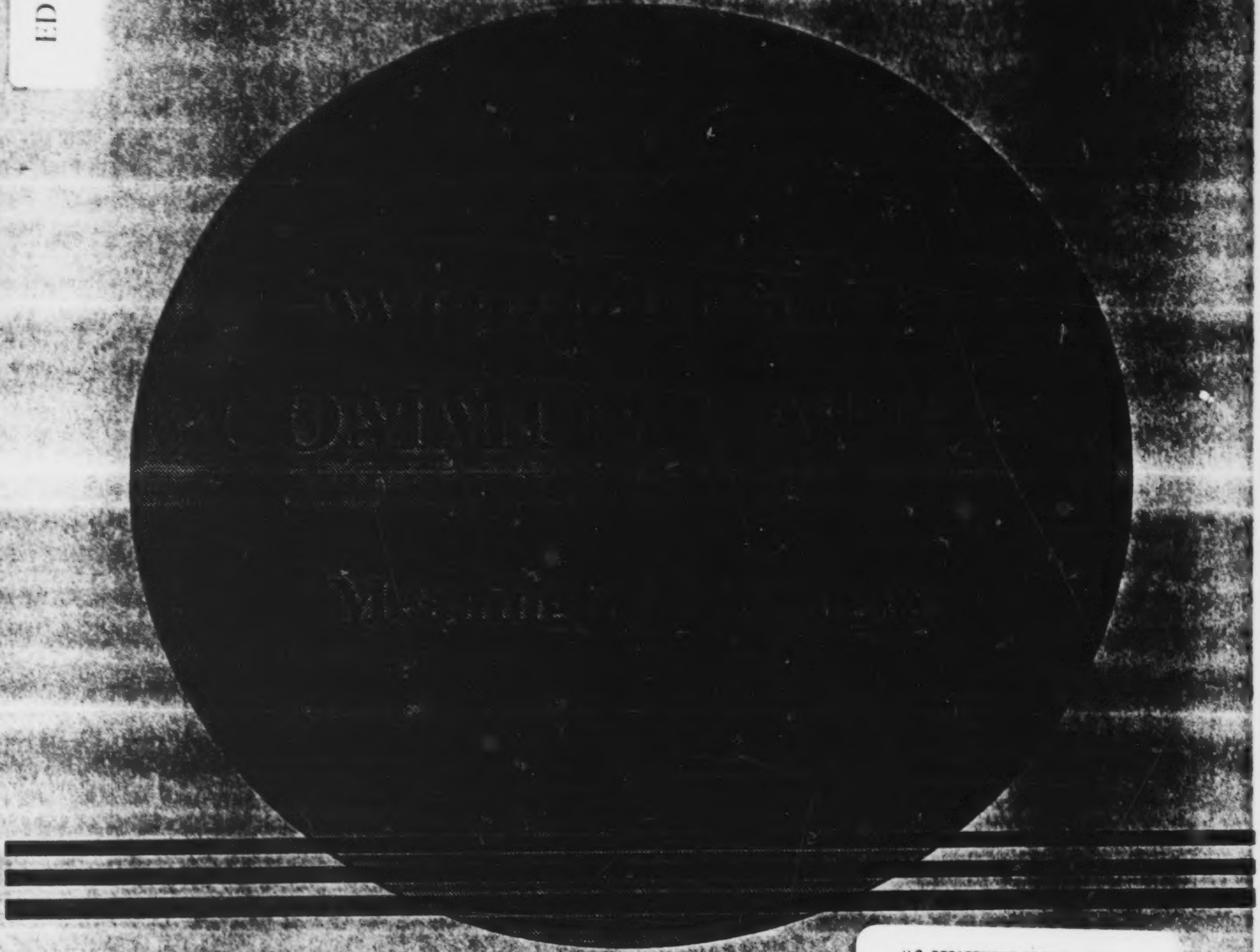

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Colorado Community College and Occupational Education System
United States Department of Education
Corporate, Workforce, & Economic Development, a division of
Pikes Peak Community College
Current, Inc.

WORKPLACE COMMUNICATION
Meaningful Messages

Workplace communication skills are emphasized in this course with a special focus on team environment. Skills addressed are: speaking with clarity, maintaining eye contact, listening carefully, responding to questions with patience and an open mind, showing a willingness to understand, giving instructions clearly, and formulating questions, opinions and responses carefully. These skills were identified by the program participants as especially important in a participatory management setting.

Project Leader: Rita Moore

Lead Instructor: Janelle Diller

Administrative Assistant III: Cindy Blasingame

Authors: Lisa Travis and Lisa Watkins

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INTRODUCTION

The Workplace Classroom is a set of 11 curriculum modules created by workplace educators from Pikes Peak Community College in collaboration and partnership with employees of Current, Inc., a large greeting card company in Colorado Springs, Colorado. The partnership was formed through an 18-month federal workplace research and development grant from the United States Department of Education awarded to the Colorado Community College and Occupational Education System. Teachers in the project designed, developed and field-tested curricula and materials for the 11 basic skills courses through the process of identifying and understanding the culture of the workplace and the learning needs of the individuals working within it.

The Pikes Peak staff chose not to rely on ready-made materials or programmed texts with which to teach classes. Instead, teachers and curriculum specialists interviewed employees, created job profiles, developed customized assessments, and invited student participation in the development of class content. The result is a unique set of curriculum modules in learning to learn, reading, writing, communication, problem solving, English as a second language, math and algebra that reflect learning needs of real people in a large printing/manufacturing environment. These modules were designed as six week, two hour classes, but the learning rationale and intentions could easily be modified to accommodate longer or shorter sessions.

The idea of following a design process involving the active and continuous commitment and participation of the employee and the employer provides a fresh look at the development of curricula and instruction. The goal of this process is to develop a curriculum product that enhances the basic literacy skills of adults and increases critical thinking and problem solving skills that are easily transferred to occupational improvement. The Pikes Peak staff felt that the best way to reach this goal was to involve employees and employers in the many levels of curriculum development and design.

We believe that these curriculum products are genuine reflections of sound adult learning theory that says adults must have relevant learning experiences that build on prior knowledge and in some way advance positive change in their daily work lives. These modules were built through the active participation and assessment of the adult students for whom they were designed. Those of us who developed these products encourage other workplace educators to use them in part or as complete modules, keeping in mind that their very design welcomes the change and diversity that other workplace environments are sure to lend to them. We feel that the authenticity of our curricula will provide ideas and incentive to other teachers and curriculum specialists who are beginning new programs or are looking for ways of improving existing curricula.

Best of luck with any or all of the Workplace Literacy Modules.

Rita Moore

Rita Moore, Project Leader
Workplace Literacy Grant Pikes Peak Community College

"This class gives me everyday life skills and I'm much happier and satisfied with the course of my life!"

- Communication Student

WORKPLACE COMMUNICATION:
Meaningful Messages

Rationale:

We cannot NOT communicate!

Communicating with other people is imperative to our survival! Whether we are speaking or saying nothing at all, we are communicating to others. And without communication, there would be no organizations! Unfortunately, in all aspects of life, communication becomes a habit that is rarely thought about on a conscious level. The result is one misunderstanding after another. This becomes even more apparent in the workplace where we often do not know or understand our co-workers. This class is designed to increase participants' awareness of their communication habits as well as provide skills and practice to improve their communication in a variety of situations.

Many participants who enroll in the class view themselves as poor communicators and see most misunderstandings as their fault. These people are often looking for the quick fix -- "Teach me how to get my message across, please!" However, rather than focusing on how to prepare the perfect "message," this class looks at communication as a process that involves more than just a speaker. As a result, participants are encouraged to do two things: first, analyze and try to understand the situation and person, and second, to use the skills they have learned to adapt their communication style.

The material presented here offers participants the opportunity to learn different skills that can be used to improve their communication both at work and at home. Sessions include discussions on individual differences, perceptions, listening, giving and receiving feedback, managing conflicts, expressing ideas, and communicating with other cultures.

If there is one thought that sums up the point to be made throughout this class, it is this: Start where the other person is. Put yourself in the other person's shoes and try to understand who they are and what their point of view is. Whether you are communicating with someone from another culture, trying to resolve a conflict, or giving instructions, communication will be more effective if you understand where the other person is coming from.

Rita Moore
Project Leader

Lisa Travis
Author

WORKPLACE COMMUNICATION: Meaningful Messages

SESSION I

> *"I've set goals that I would not have set for myself in a normal daily routine!"*
>
> - Communication Student

Rationale:

"Whether I'm selling or buying, whether I'm hiring or being hired, whether I'm negotiating a contract or responding to someone else's demands, I want to know where the other person is coming from. I want to know the other person's real self."

-Mark H. McCormack
What They Don't Teach You at Harvard Business School

This first session stresses the importance of communication in all aspects of life as well as the importance of recognizing differences among people. Central to effective communication is this awareness that everyone is different and that these underlying differences greatly contribute to the way we communicate with other people. To be an effective communicator, people must try to understand the personality of the person to whom they are speaking. In essence, they must put themselves in the other person's shoes to find out that person's personality, values, opinions, preferences, and perceptions--that person's "real self." Once done, the ability to adapt to these differences is what differentiates a good communicator from an excellent communicator.

Learning Intentions:

- Students will recognize the complexity and importance of communication in the workplace.
- Students will articulate and discuss definitions of communication.
- Students will write about a communication situation which was not effective and identify possible causes for the mis-communication.
- Students will identify, analyze, and discuss their personality style and its strengths and weaknesses in communicating with other people.
- Students will recognize that there are different styles of communicating and identify possible ways to adapt to these styles.

Learning Intentions:

- Students will identify a co-worker they often have misunderstandings with and list two things they will try to do to improve communication.

- Students will review communication/personality styles and evaluate differences.

Curriculum Notes:

- Curriculum notes and references follow this course outline.

Course Outline:

I. Administrative Details (15 min.)

A. Attendance and class roster
B. Participant data sheet (top half)
C. 4 X 6 cards *overhead*
D. Participant learner packet
E. Portfolio
F. Pre-evaluations

II. Introduction to Communication (50 min.)

A. DISCUSS:
Importance and Complexity of Communication

- "A man can never step in the same river twice" overhead
- Employment ads & skills for job applicants handouts
- "Workforce 2000" overhead
- Importance of communication in home and corporate life overhead
- "You never get a second chance..." quote
- "Life or death!" overhead

B. DISCUSS:
What is Communication?

- Have each student brainstorm on their own for two minutes for as many words they can think of and then discuss as a class.
- Present "A shared meaning" definition & discuss.
- Discuss "Communication process" overhead.

II. Introduction to Communication Continued:

C. WRITE:

- Think about a time where you did not experience shared meaning. Describe the situation. Was the misunderstanding due to the people? The environment? Interpretation? Other distractions/interference?

D. APPLICATION ACTIVITY:
Name cards & introductions

- Ask participants to write their names on the card.
- Ask participants to "put something that describes them on the cards."
- Students then introduce themselves, share the communication situations that they wrote about, and tell about whatever they put on their name cards.

III. Communication Styles (50 min.)

A. DISCUSS:

- "I know you believe..." overhead
- "Whether I'm selling or buying..." overhead

B. APPLICATION ACTIVITY:
Adapted Myers-Briggs type personality inventory
Adapted short instrument handout

- Have participants take and score.
- Chart scores on "What's your type..." overhead.

C. DISCUSS:

- "Four sets of preferences" handout

D. APPLICATION ACTIVITY:
"Describe your ideal workday."

- Ask students to again write in their journals.
- Discuss the differences between extroverts and introverts when working.

E. DISCUSS:

- "Effects of each preference in work situations" handout

III. Communication Styles

F. *Optional* ACTIVITY:
"Tell me about the apple."

- Ask students to write in their journals.
- Discuss the different ways they wrote about the apple relating to the differences between Sensing and Intuitive types. Sensing is more factual and Intuitive is big picture descriptions.
- Handout "Pumpkin Soup" recipe.

G. DISCUSS:

- "Myers-Briggs checklist" handout

H. ACTION:

- List one person you feel you have a lot of misunderstandings with. What is their style? List two things from checklist handout you will try to do this week to enhance communication with this person.

IV. Evaluation (5 min.)

- Journals

CURRICULUM NOTES:

II. Introduction to Communication

IIA. IMPORTANCE OF COMMUNICATION:
The first quote usually leads to a good discussion of two concepts: 1. Communication is different in any context. 2. Once something is said it can never be taken back or said the same way again, just like you can never step in the same river twice. As such, it is extremely important to have good communication skills. A discussion can be lead into the importance of communication in home and corporate life. Recent employment advertisements from local newspaper and studies reinforce the importance of having effective communication skills in ANY job. The last two quotes can be used to reinforce the importance of learning good communication skills as well.

IIB. WHAT IS COMMUNICATION: Discuss what the term communication means to participants and how it will be used in this class, followed by an explanation of the communication process.

IIC. WRITE: The writing exercise allows participants to begin to analyze communication situations, as well as reflect on different communication situations they have been in. The following discussion allows them to see that others have had similar experiences.

IID. APPLICATION ACTIVITY: Name cards and introductions: Bring name cards or tents to class along with markers, pens, pencils, crayons, etc. Ask participants to write their names and "put something that describes them on the cards." Students then introduce themselves, share their communication situations, and tell about what they put on their name cards. The instructor should try to relate their communication situations to concepts that will be covered in class. Rationale: Participants will be able to see how everyone perceived the instructions differently and chose to do something different on their name cards (i.e. pictures, words, different color markers, etc.). This highlights the differences between people that is later discussed during the MBTI short version.

III. Communication Styles

IIIA. DISCUSSION OF QUOTES: The more we understand about other people, the better we will be able to communicate with them. As such, understanding personality differences may help you to decide how and when to approach a co-worker or boss.

III. Communication Styles Continued

IIIB. APPLICATION ACTIVITY: Adapted MBTI short instrument: A shorter version of the Myers-Briggs Type Indicator is used to demonstrate differences among participants and help them to recognize how these differences affect communication behaviors.

IIIC. DISCUSSION OF HANDOUT: The"Myers-Briggs Four Sets of Preferences" handout gives key words to describe the different preferences. This can be used to give them a little more detail and as a self-check to validate the short instrument. Participants may say they have a little of both. This is often very true as we adapt to different situations and have a little bit of all of them in each of us. The instrument is a self-assessment that indicates what styles we **prefer** to interact in.

IIID. APPLICATION ACTIVITY: Say "Describe your ideal workday." Ask students to again write in their journals. Do not answer questions, just simply repeat instructions as quoted above. Then discuss the differences between extroverts and introverts when working. It may help to refer to the following handout in the discussion. This exercise usually demonstrates to participants the "real" differences and preferences between extroverts and introverts in the workplace.

IIIE. DISCUSSION OF HANDOUTS: The first handout, "Effects of Each Preference in Work Situations," translates the styles to the way people interact in the workplace.

IIIF. OPTIONAL ACTIVITY: Say only "Tell me about the apple." Ask students to write in journal and then discuss the different ways they wrote about the apple. Do not answer questions, just simply repeat instructions as quoted above. Discuss differences between Sensing and Intuitive types. S = more factual and N = big picture descriptions.

IIIG. DISCUSSION OF HANDOUT: The "Myers-Briggs Checklist" should be used in conjunction with the action card assignment.

IIIH. ACTION CARDS: ACTION cards are used to help transfer learning back to the workplace. Index cards should be given to each participant on which they write the word "ACTION." A specific assignment will be given each week for the participants to take "action" on. This week, ask participants to list one person they feel they have a lot of misunderstandings with. Ask them to predict their style or one/two of the sets of preferences. Participants should then use the "Myers-Briggs Checklist" to try and improve their relationship with that person. Let the participants know that there will be a discussion of their action cards at the beginning of next class.

CURRICULUM NOTES:

NOTE: It is important to be flexible with this curriculum--times are written, but NOT in stone! Please take the times as suggestions and remember that they do not include the optional exercises that are added. Often, due to the discussion time that varies with every class, everything cannot be covered in a two-hour time session. Adjust the curriculum according to each class' needs.

References

Hirsh, Sandra Krebs and Kummerow, Jean M. *Introduction to Type in Organizational Settings*, Consulting Psychologists Press.

Hirsh, Sandra Krebs. *Using the Myers-Briggs Type Indicator in Organizations*. Consulting Psychologists Press, 1991.

Kiersey, David and Bates, Marilyn. *Please Understand Me*, Prometheus Nemsis Book Company, 1978.

Kroeger, Otto and Thuesen, Janet. *Type Talk at Work*.

Myers, Isabel Briggs. *Introduction to Type*, Consulting Psychologists Press, Inc.

Class: ______________________________

Date: ______________________________

Instructor: ______________________________

	Name	Dept. Number	S. S. Number
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EVALUATION

STUDENT DAILY LOG

NAME:

DATE:

CLASS:

1. What did you learn today? What did you find useful about the lesson? How was it interesting?

2. What did you find not necessarily useful, and what could have been done to improve the effectiveness of the lesson?

3. What other reactions do you have to the class, materials, discussion, etc.?

4. Are you comfortable with the material? Why or why not?

5. How have you used any of the information learned in previous classes?

SKILLS FOR A COMPETITIVE WORKFORCE
PARTICIPANT DATA SHEET

Please fill out the following information. Print or write clearly. This information will be used for demographic and statistical purposes only.

SECTION I (Identification)

Name: ______________________________ Social Security Number: ___ - __ - ____
Last Name, First Name Middle Initial

Street Address: ______________________ City: ____________ Zip Code: __________

Phone Number: (___) ___ - ____

Department: ______________________ Position: ______________________

SECTION II (demographic information)

1. Yrs. with company (circle one): a. unemployed b. 0-5 c. 6-10 d. 11-15 e. over 16

2. Age: __ 3. Sex: M F

4. Ethnicity (circle one): a. White b. Black c. Hispanic d. American Indian/Alaska Native e. Asian/Pacific Islander f. Other

5. Single: Y N
Head of Household: Y N

6. Is English your second language? Y N

7. Participating in (circle one or more):
    - a. Basic Skills Program
    - b. GED Program
    - c. ESL Program

SECTION III (outcome information)

Assesment Planning:

8. Course Title: ______________________ (check one: __ Basic Skills, __ GED, __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
9.	Test Higher on Basic Skills: __________				Y N
10.	Improved Communication Skills:				Y N
11.	Increased Productivity:				Y N
12.	Improved Work Attendance:				Y N
13.	Increased Self-Esteem:				Y N

14. Contact Hours: __ __ __ __

15. Course Title:________________________ (check one: __ Basic Skills, __ GED, __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
16.	Test Higher on Basic Skills: ____________				Y N
17.	Improved Communication Skills:				Y N
18.	Increased Productivity:				Y N
19.	Improved Work Attendance:				Y N
20.	Increased Self-Esteem:				Y N

21. Contact Hours: __ __ __ __

22. Course Title:________________________ (check one: __ Basic Skills, __ GED, __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
23.	Test Higher on Basic Skills: ____________				Y N
24.	Improved Communication Skills:				Y N
25.	Increased Productivity:				Y N
26.	Improved Work Attendance:				Y N
27.	Increased Self-Esteem:				Y N

28. Contact Hours: __ __ __ __

29. Course Title:________________________ (check one: __ Basic Skills, __ GED, __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
30.	Test Higher on Basic Skills: ____________				Y N
31.	Improved Communication Skills:				Y N
32.	Increased Productivity:				Y N
33.	Improved Work Attendance:				Y N
34	Increased Self-Esteem:				Y N

35. Contact Hours: __ __ __ __

STUDENT EVALUATION

Pre-Evaluation

Name: ______________________________ Date: __________

Course: ____________________ Instructor: ______________

GOALS	1 20%	2 40%	3 60%	4 80%	5 100%
I need to improve my communication skills.					
I need to improve my productivity.					
I need to improve my work attendance.					
I need to improve my self-esteem.					

List 4 goals related to the following that you want to improve in:

Communications: ______________________________

____

Reading: ______________________________

____

Writing: ______________________________

____

Math: ______________________________

____

Rate yourself on a scale of 1-5 as to where you are with these goals. 1 would be the lowest and 5 would be the highest.

A man can never step
in the same river
twice: the man is
different, so is the
river, and so is the
context

-Heraclitus
500 B.C.

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---

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Accountant

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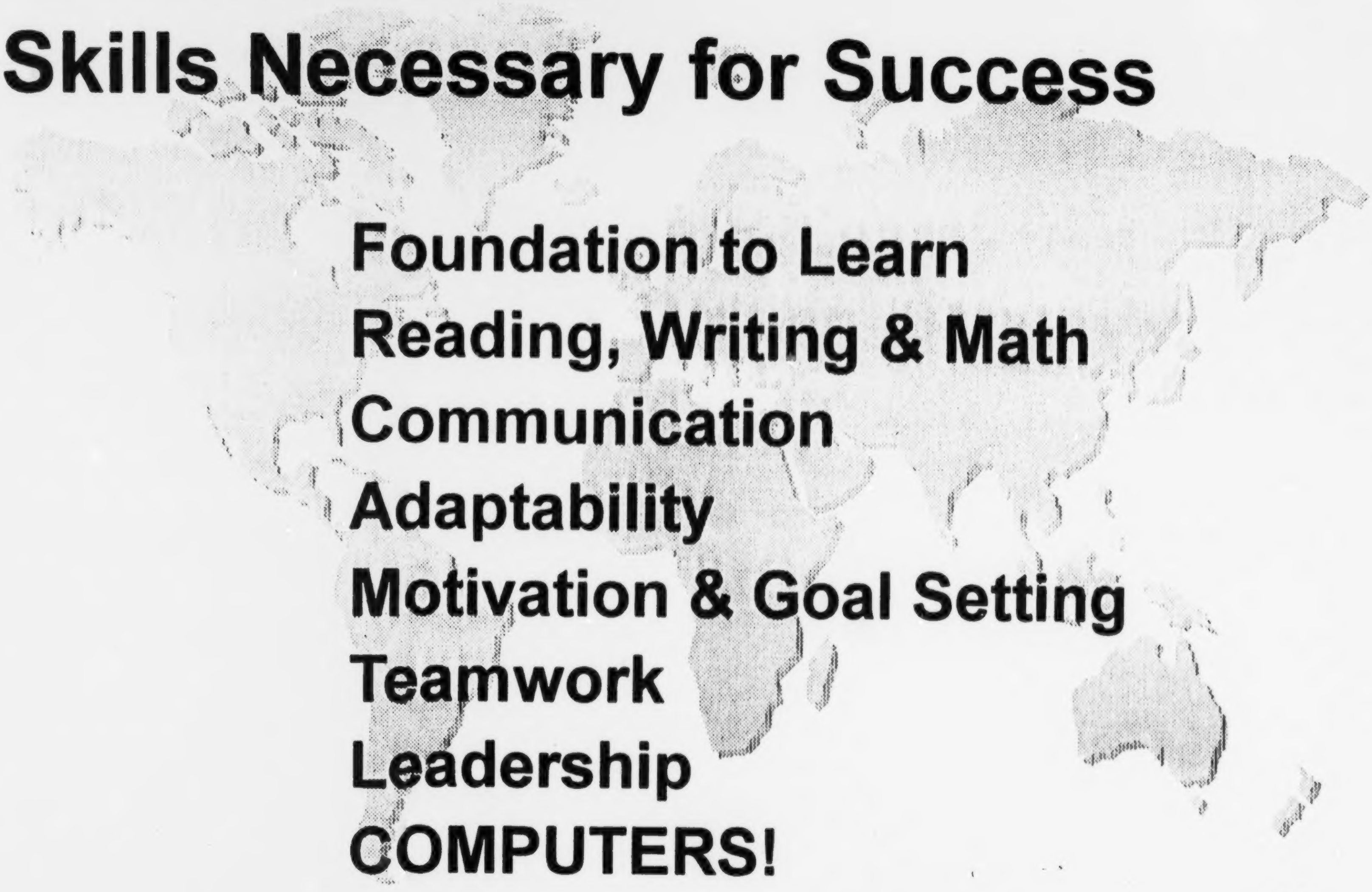
1. Oral communication skills
2. Listening ability
3. Enthusiasm
4. Written communication skills
5. Technical competence
6. Appearance
7. Poise
8. Work experience
9. Resume
10. Specific degree held

Source: Dan B. Curtis, Jerry L. Winsor, and Ronald D. Stephens, "National Preferences in Business and Communication Education," Communication Education (January, 1989), pp. 6-14.

Workforce 2000
Skills Necessary for Success



- Foundation to Learn
- Reading, Writing & Math
- Communication
- Adaptability
- Motivation & Goal Setting
- Teamwork
- Leadership
- COMPUTERS!

Home life:

- Individual rights
- Marital harmony
- Money management
- Child rearing & discipline

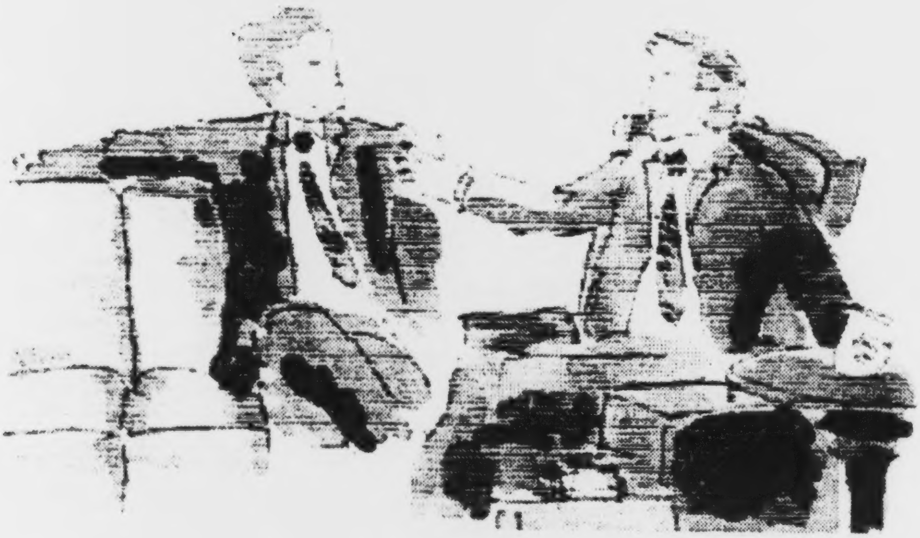
Corporate life:

- Customer service
- Product quality
- Team building
- Production efficiency

You never get a second chance to make a good, first impression.

LIFE
OR
DEATH!

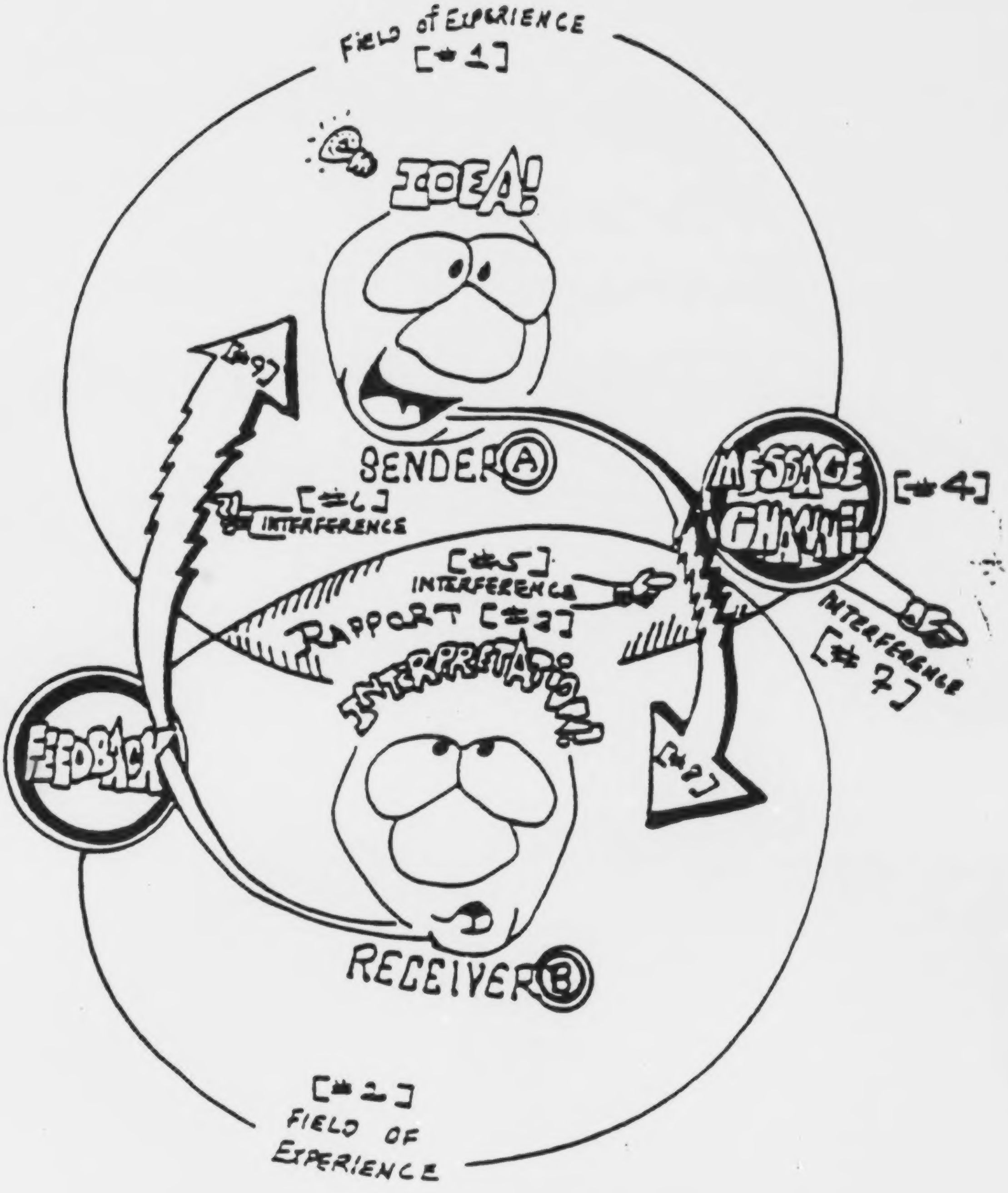
What is Communication?



The Sharing
of
Meaning

-Carl Jung

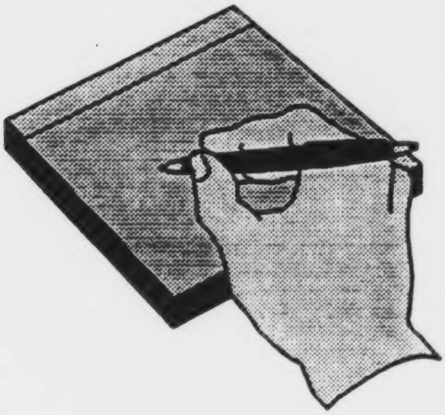
The Communication Process


FIELD OF EXPERIENCE [#1]
IDEA!
SENDER (A)
[#9]
[#6] INTERFERENCE
MESSAGE CHANNEL
[#4]
[#5] INTERFERENCE
RAPPORT [#3]
INTERFERENCE [#7]
INTERPRETATION!
FEEDBACK
[#8]
RECEIVER (B)
[#2] FIELD OF EXPERIENCE

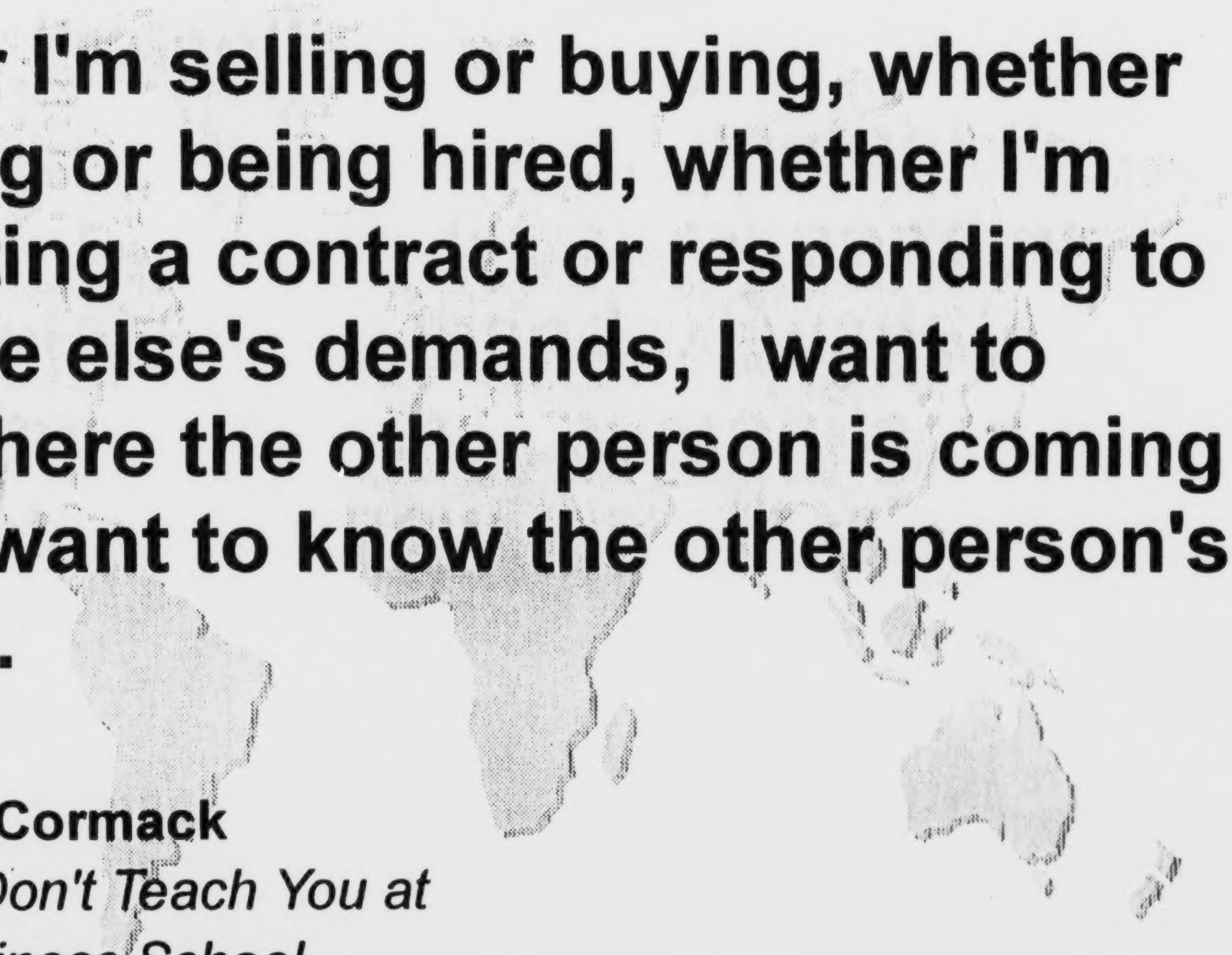
Source: Adapted from Sathre, Olsen, and Whitney, 1977, p. 9.

WRITE

Think about a time where you did not experience shared meaning. Describe the situation. Was the misunderstanding due to the people? The environment? Interpretation? Other distractions/interference?



I know you believe that you understand what you think I said, but I am not sure that you realize that what you heard is not what I meant.



Whether I'm selling or buying, whether I'm hiring or being hired, whether I'm negotiating a contract or responding to someone else's demands, I want to know where the other person is coming from. I want to know the other person's real self.

-Mark H. McCormack
What They Don't Teach You at
Harvard Business School

A BRIEF SELF-TEST FOR ESTIMATING PSYCHOLOGICAL TYPE

Circle the word in each pair that most appeals to you or seems most characteristic of you. In some cases both words may appeal to you or seem characteristic of you; in others neither word may be very appealing. Nonetheless, please try to indicate the one word in each pair you prefer. Please work across the page and answer as quickly as possible. Your first impression is likely to be the most accurate.

loud - quiet
active - reflective
gregarious - private
outgoing - reserved
sociable - detached
external - internal
do - think
speak - read

realistic - intuitive
blueprint - dream
details - patterns
sensible - imaginative
practical - creative
present - future
factual - symbolic
formula - hunch

convincing - touching
objective - subjective
head - heart
just - humane
principle - passion
fair - tender
clarity - harmony
professional - warm

systematic - flexible
methodical - curious
organized - spontaneous
deliberate - improvising
exacting - impulsive
definite - tolerate
decisive - open-minded
control - freedom

Now count the number you circled in each of the eight vertical columns

Sum E:___
Sum S:____
Sum T:____
Sum J:____

Sum I:____
Sum N:____
Sum F:____
Sum P:____

The difference in the two sums shows the strength of your preference. Choose the letter corresponding to the larger in each pair above and write them in the space below.

____
E or I

____
S or N

____
T or F

____
J or P

WHAT'S YOUR TYPE AT WORK?

ISTJ	**ISFJ**	**INFJ**	**INTJ**
ISTP	**ISFP**	**INFP**	**INTP**
ESTP	**ESFP**	**ENFP**	**ENTP**
ESTJ	**ESFJ**	**ENFJ**	**ENTJ**

MYERS-BRIGGS FOUR SETS OF PREFERENCES

Extraversion————-75%
Want to change the world
- active
- outward
- sociable
- many
- expressive
- breadth

Introversion————-25%
Want to understand the world
- reflective
- inward
- reserved privacy
- few
- quiet
- depth

Sensing---------------75%
Take in information by experience
- details
- present
- practical
- facts
- sequential
- directions
- repetition
- enjoyment
- perspiration
- conserve

INtuitive----------------25%
Take in information through 6th sense
- patterns
- future
- imaginative
- innovations
- random
- hunches
- variety
- anticipation
- inspiration
- change

Thinking--------------50%
Cultural sanction for males to feel more comfortable - 6 out of 10 males here
- head
- objective
- justice
- cool
- impersonal
- criticize
- analyze
- precise
- principles

Feeling-----------------50% sanction
Cultural sanction for females to feel more comfortable - 6 out of 10 here
- heart
- subjective
- harmony
- caring
- personal
- appreciate
- empathize
- persuasive
- values

Judgment————-50%
Deal with the outer world by being
- organized
- structure
- control
- decisive
- deliberate
- closure
- plan
- deadlines
- productive

Perception---------------50%
Deal with the outer world by being
- flexible
- flow
- experience
- curious
- spontaneous
- openness
- wait
- discoveries
- receptive

EFFECTS OF EACH PREFERENCE IN WORK SITUATIONS

E -- Extraverts

- Like variety and action.
- Tend to be faster, dislike complicated procedures.
- Are often good at greeting people
- Are often impatient with long, slow jobs.
- Are interested in the results of the job, in getting it done and in how other people do it.
- Often don't mind the interruption of answering the telephone.
- Often act quickly, sometimes without thinking.
- Like to have people around.
- Usually communicate freely.

I -- Introvert

- Like quite for concentration.
- Tend to be careful with details, dislike sweeping statements.
- Have trouble remembering names and faces.
- Tend not to mind working uninterruptedly on one project for a long time.
- Are interested in the idea behind their jobs.
- Dislike telephone intrusions and interruptions.
- Like to think a lot before they act, sometimes without acting.
- Work contentedly alone.
- Have some problems communicating.

S --Sensing Types

- Dislike new problems unless there are standard ways to solve them.
- Like an established way of doing things.
- Enjoy using skills already learned.
- Work more steadily, with realistic idea of how long it will take.
- Usually reach a conclusion step by step
- Are patient with routine details.
- Are impatient when the details get complicated.
- Don't often get inspired, and rarely trust the inspiration when they do.
- Seldom make errors of fact.
- Tend to be good at precise work.
- Like putting things into logical order.

N -- Intuitive Types

- Like solving new problems.
- Dislike doing the same thing over and over.
- Enjoy learning a new skill more than using it.
- Works in bursts of energy powered by enthusiasm, with slack periods in between.
- Put two and two together quickly.
- Are impatient with routine details.
- Are patient with complicated situations.
- Follow their inspirations, good or bad.
- Often get their facts a bit wrong.
- Dislike taking time for precision

T -- Thinking Types

- Do not show emotions readily and are often uncomfortable dealing with people's feelings.
- May hurt people's feelings without knowing it.
- Like analysis.
- Can get along without harmony.
- Tend to decide impersonally, sometimes paying insufficient attention to people's wishes.
- Need to be treated fairly.
- Are able to reprimand people or fire them when necessary.
- Respond more easily to people's thoughts. More analytically oriented.
- Tend to be firm-minded.

F -- Feeling Types

- Tend to be very aware of other people and their feelings.
- Enjoy pleasing people, even in unimportant things.
- Like harmony. Efficiency may be badly disturbed by office feuds.
- Often let decision be influenced by their own or other people's personal likes and wishes.
- Need occasional praise.
- Dislike telling people unpleasant things.
- Relate well to most people.
- Tend to be sympathetic.

J -- Judging Types

- Best when they can plan their work and follow the plan.
- Like to get things settled and wrapped up.
- May decide things too quickly.
- May dislike to interrupt the project they are on for a more urgent one.
- May not notice new things that need to be done.
- Want only the essentials needed to get on with it.
- Tend to be satisfied once they reach a judgment on a thing, situation or person.

P -- Perceptive Types

- Tend to be good at adapting to changing situations.
- Don't mind leaving things open for alterations.
- May have trouble making decisions.
- May start too many projects and have difficulty in finishing them.
- May postpone unpleasant jobs.
- Want to know all about a new job.
- Tend to be curious and welcome new light on a thing, situation or person.

MYERS-BRIGGS CHECKLIST

The following are some of the most important points to remember in dealing with the individual differences and work styles of colleagues.

Extraversion/Introversion

Did you remember to give **Extraverts...**
- a chance to think out loud?
- lots of spontaneous feedback?
- active participation in the feedback process?

Did you remember to give **Introverts...**
- time to think inside before expecting a response?
- careful, written feedback?
- the opportunity to work alone in a quiet atmosphere?

Sensing/Intuition

Did you remember to give **Sensing** colleagues....
- step-by-step instructions?
- concrete examples and practical applications?

Did you remember to give **Intuitive** colleagues....
- a chance to do it their own way?
- the big picture, a framework?

Thinking/Feeling

Did you remember to give **Thinkers....**
- logical reasons for everything?
- a chance to ask "why" questions?
- a chance for achievement and acknowledgment?
- a sense of fairness in rules and procedures?

Did you remember to give **Feelers...**
- lots of approval?
- a chance to see how facts/ideas relate to people?
- individual recognition?
- a chance to identify values and personal priorities?

Judging/Perceiving

Did you remember to give **Judging** colleagues...
- schedules, time-lines, and structures?
- a chance to organize and plan projects?
- a sense of completion?

Did you remember to give **Perceiving** colleagues...
- a chance to be spontaneous?
- a chance to explore possibilities?
- rewards for working - the process - as well as results?

WORKPLACE COMMUNICATION: Meaningful Messages

SESSION II

> *"I've begun to really listen to what others are saying. I hear them without judging the comment or statement! I've learned a lot about what I haven't allowed myself to hear."*
>
> - Communication Student

Rationale:

"Communication is not what you say or thought you said.
It is what they hear and what they think you meant.
Therefore communication is not intent. It is perception."

When speaking, most people tend to **assume** that the other person understands and follows what they are saying and where they are coming from. However, as discussed in the last session, everyone is different. Everyone perceives the world differently and interprets things differently. Conclusions, assumptions, and inferences based on our perceptions suddenly become "facts" that we act on. Common misunderstandings between co-workers, friends, or spouses, are the result. To be an effective communicator, one should again try to understand the other person's real self--how they perceive the world and where they are coming from. In order to sharpen perceptions, communicators need to listen. Communication is a two-way street and listening is just as important to becoming a more effective communicator. After all, "We have two ears and only one tongue so that we may hear more and speak less." (Diogenes, 320 B.C.)

Learning Intentions:

- Students will recognize the importance of perception in communicating effectively.
- Students will analyze and discuss making inferences and assumptions and their importance to effective communication.
- Students will identify a co-worker with whom they have recently had a misunderstanding and list a way to sharpen their perceptions and create a better understanding.

Learning Intentions Continued:

- Students will identify their listening skills, as well as recognize and discuss the importance and difficulty of listening effectively.
- Students will discuss the costs of poor listening and identify strategies for more effective listening in the workplace.
- Students will write about the personal and professional benefits of effective listening in the workplace.
- Students will identify individual listening blocks and choose some strategies to improve their own listening skills.

Curriculum Notes:

- Curriculum notes and references follow this course outline.

Course Outline:

I. Review (20 min.)

- The four different personality types overhead
- Action cards

II. Perception (45 min.)

A. DISCUSS:
- Perception exercises and cartoons = We all perceive the world differently
- "What is isn't. What is perceived is."
- How does this affect the way we communicate with other people? How they communicate with us? Understanding?

B. DISCUSS:
- Word perception quotes and cartoons
- How do we perceive words/language differently?

C. APPLICATION ACTIVITY:
How Can My Strengths Be Perceived?

- Handout "What are my greatest strengths" and ask participants to circle.
- Handout "How can my stengths be perceived?" and discuss.

II. Perception Continued:

D. APPLICATION ACTIVITY:
Baggins & Beamer Quiz: Making assumptions and inferences

- Handout "Baggins & Beamer" and tell participants to follow directions and work on their own.
- Discuss Baggins & Beamer answers and what can happen if we make inferences or assume we understand what another person is trying to communicate.

E. DISCUSS:
- "Deadly Assumptions" handout
- "Many people do not seem to realize..." overhead

F. DISCUSS:
- Read aloud news clip from business newsletter: President reinforcing the importance of perceptions.
- Sharpening Perceptions

G. ACTION:
- List one co-worker/supervisor who has recently perceived something differently than you--resulting in misunderstanding. Jot down one way you will try to create a better understanding with this person through sharpening your perceptions.

III. Listening (50 min.)

A. APPLICATION ACTIVITY:
Story recall

- Ask for 4 volunteers - 3 leave the room and 1 stays and listens to the story. Person #2 comes in room and #1 recounts the story as accurately as possible. Person #3 is brought in to hear the story from #2. Person #4 is brought in to hear the story from #3. Person #4 tells story to the audience. Other participants are observers.
- Discuss what changed and why.

B. APPLICATION ACTIVITY:
Costs of Poor Listening Skills

- Handout "Why should you (or anyone) listen?"
- 2-3 small groups brainstorm/discuss one story and provide solutions.
- Discuss as a class.

III. Listening Continued

C. APPLICATION ACTIVITY:
Listening Self Assessment

- Handout "Listening self evaluation" and ask participants to fill out honestly. Ask participants to "star" the ones they answered "almost always" on. These are their worst habits and where they should focus improvement.

D. DISCUSS:

- "Listening Blocks" overhead and handout

E. WRITE:

- How can listening effectively in the workplace help you personally? Help your company? Think of as many ways as you can. What keeps you from being able to concentrate on what you hear?
- Share responses, if there is time.

F. DISCUSS:

- "Results of Effective Listening" overhead
- "We have two ears..." overhead

G. DISCUSS:

- "Listening to Understand" and "Tips for Excellent Listening" handouts

H. ACTION:

- List two blocks you have used consistently when listening at work. A block may be closed mindedness, laziness, or others listed on the "Listening blocks" handout. List 3 tips you plan to use this week to increase the effectiveness of your listening skills at work.

IV. Evaluation (5 min.)

- Journals

CURRICULUM NOTES:

I. Review

Show overhead and discuss how everyone is different and sees the world differently. Then ask them share their action cards. Those that feel comfortable will volunteer. They should describe the situation, discuss the differences between themselves and the other person, and tell how they tried to improve their relationship with the other person.

II. Perception

Perception exercise, quotes, and cartoons are used to reinforce the concept that people see the world differently, and as such, they do not always understand where you are coming from and vice versa. Exercises, quotes, and cartoons move from how we view the world differently to how we view language differently as well.

IIC. APPLICATION ACTIVITY: How can my strengths perceived? Adapted from the Strength Deployment Inventory (SDI), this exercise helps participants see how their strengths can be perceived if overdone. Give them the first handout and ask them to circle their greatest strengths and then star the top three. Then ask them to transfer the top three strengths to the second handout. The words in italics are how participants can be perceived if overdoing their strengths.

IID. APPLICATION ACTIVITY: Baggins & Beamer. This is an exercise in making assumptions and inferences. Give the students the handout and ask them to follow the instructions and answer the questions. Make sure they do not try to work on this together. After they have completed the exercise, go over the answers with them out loud, asking them to shout out their answers and justify them. The point of the exercise is that often we assume what isn't really true. We treat these assumptions and inferences as if they are facts and often communicate based on these "facts." The "Deadly Assumptions" handout and following quote support the conclusions they will draw from the exercise.

The section on perception is wrapped up by discussing the importance of perceptions and how to sharpen our perceptions.

II. Perception Continued

IIG. ACTION CARDS: Ask participants to choose a person whom they often have misunderstandings with and would like to improve their relationship. It can be the same person that they chose last week. Then ask them to work on one way to sharpen their perceptions for more effective communication. Participants are asked to discuss what they tried during a review in the next session.

III. Listening

IIIA. APPLICATION ACTIVITY: Listening exercise. Ask for 4 volunteers. Tell 3 to leave the room and 1 to stay and listen to the story. Let them know that they will have to retell the story to the next person. They cannot take notes. Person #2 comes in room and #1 recounts the story as accurately as possible. Person #3 is then brought in to hear the story from #2. Finally, person #4 is brought in to hear the story from #3. Person #4 tells story to the rest of the class. Ask those who are not participating to closely observe the changes that they hear in the story from beginning to end. At the end of the exercise, let the observers recount the differences they found and lead a discussion on the difficulty of listening effectively and what could've been done to help them. Note: This exercise will work best if a story related to their workplace is used--look in newsletters, memos, etc. for an appropriate story.

IIIB. APPLICATION ACTIVITY: Costs of Poor Listening. Break class into 2-3 small groups as appropriate. Handout the "Costs of Poor Listening." Give each group a different scenario to work on. As a small group, they should read the scenario and discuss the answer the questions at the end. A large group can then be reconvened and each group can discuss their answers.

IIIC. APPLICATION ACTIVITY: Listening self-assessment. Handout the "Listening Self Assessment." This self assessment is used merely to help students evaluate their listening habits. It can be helpful to have the students star where they answered "almost always." These are the areas that they should pay special attention to improving and should practice for the ACTION cards. The overhead and handout on "Listening Blocks" reinforces the difficulty of listening and the varied barriers.

IIIE. WRITE: The writing exercise allow participants to think about how listening can help in the workplace and how they are usually distracted from listening effectively to co-workers or supervisors. Ask participants to share what they wrote. Overhead on results of effective listening usually reinforces their writing exercise.

III. Listening Continued:

IIIG. DISCUSSION OF HANDOUTS: "Listening to Understand" and "Tips for Excellent Listening" give students some pointers for developing and improving their listening skills.

IIIH. ACTION CARDS: Ask participants to list two blocks they have used consistently when listening at work. Then ask participants to list 3 tips they plan to use the following week to increase the effectiveness of their listening skills at work. Participants are asked to discuss what they tried during a review in the next session.

NOTE: It is important to be flexible with this curriculum--times are written, but NOT in stone! Please take the times as suggestions and remember that they do not include the optional exercises that are added. Often, due to the discussion time that varies with every class, everything cannot be covered in a two-hour time session. Adjust the curriculum according to each class' needs.

References

Andrews, Patricia Hayes, and Baird, John E. *Communication for Business and Professions*. Dubuque IA: Wm. C. Brown Publishers, 1989.

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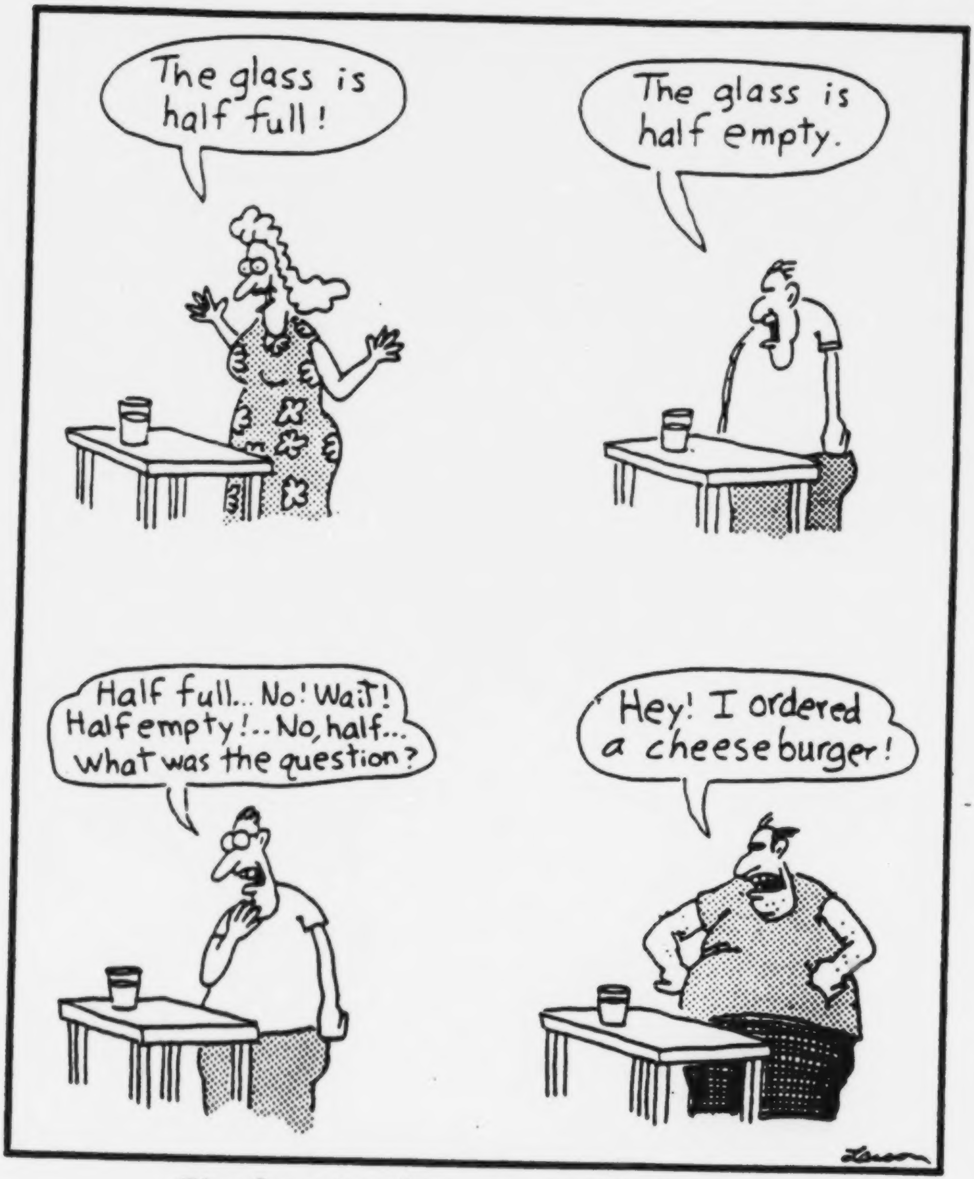
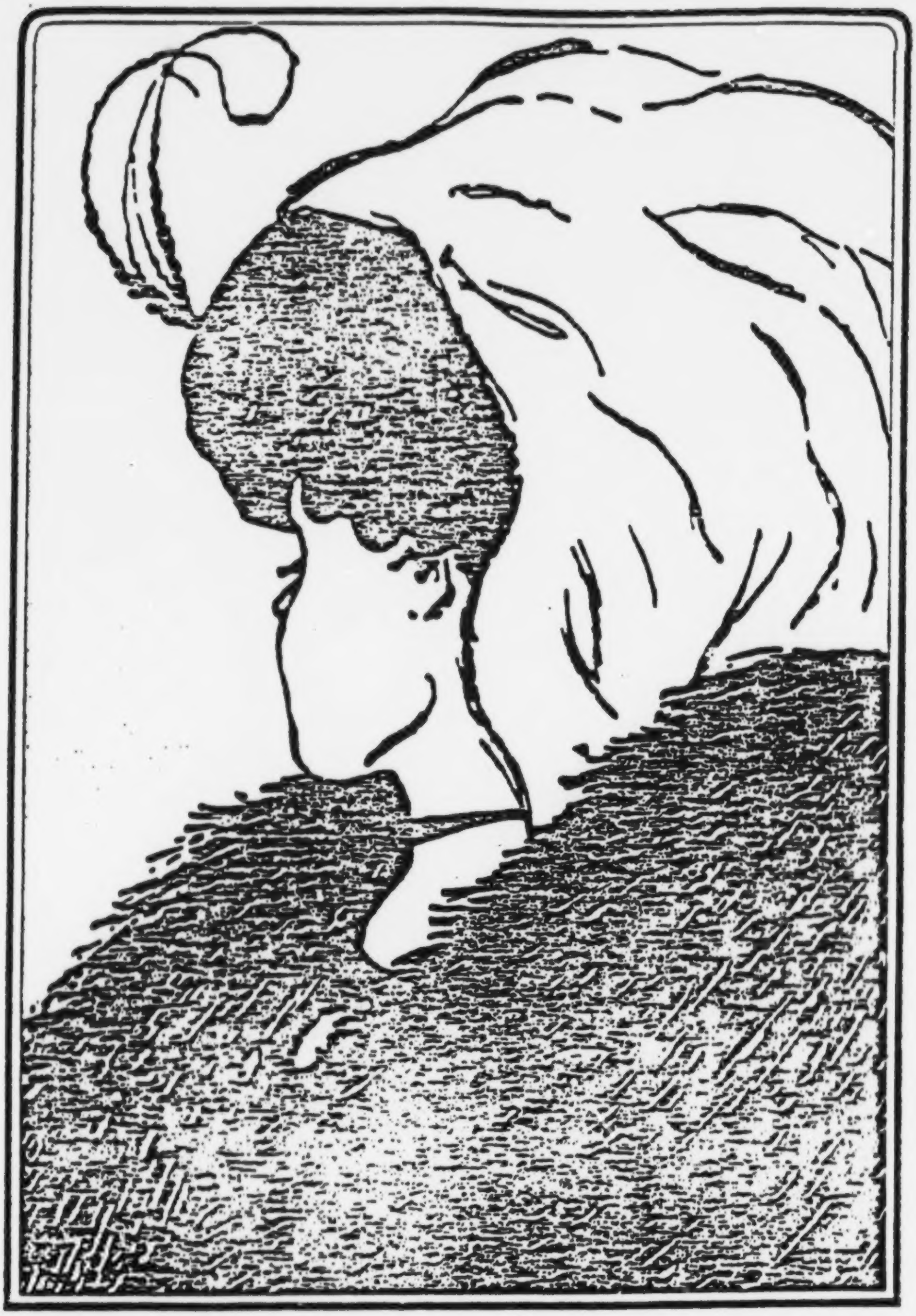
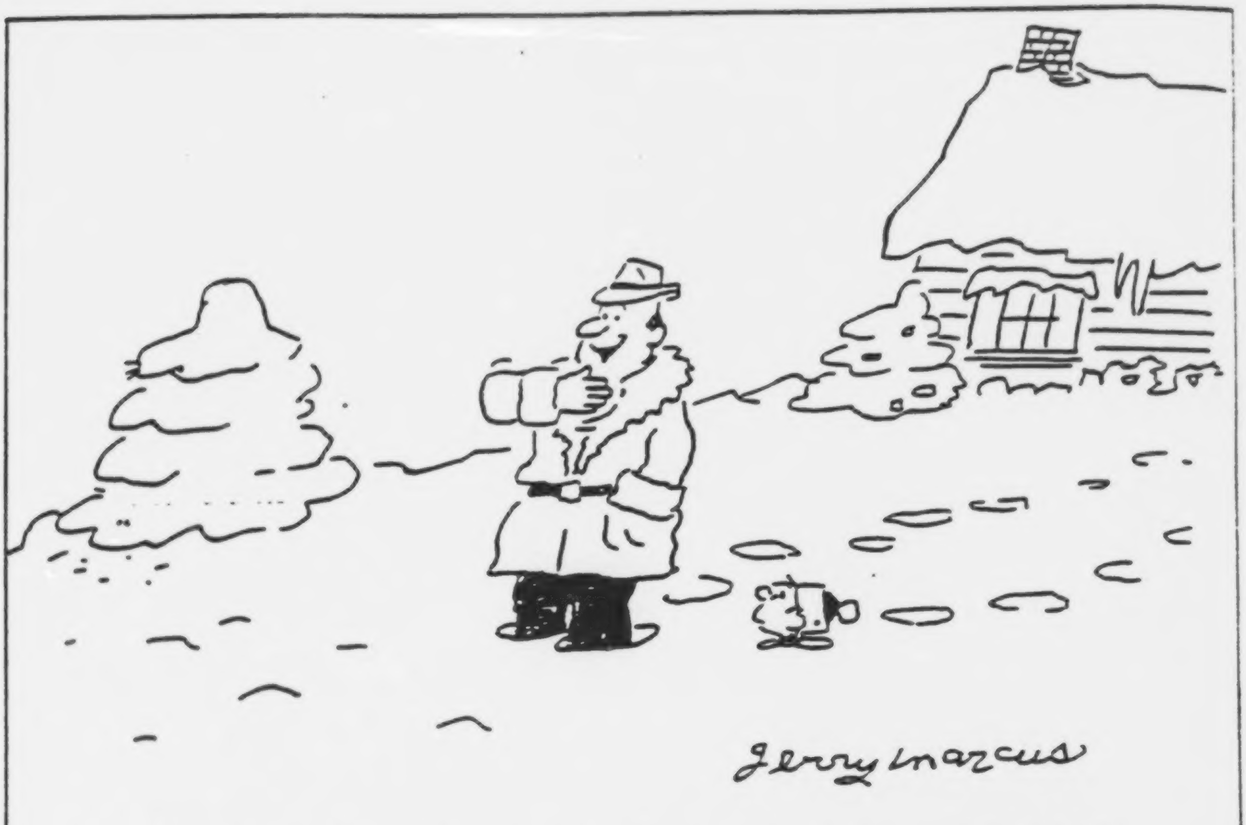

The glass is half full!
The glass is half empty.
Half full... No! Wait! Half empty!.. No, half... what was the question?
Hey! I ordered a cheeseburger!
Larson

The four basic personality types

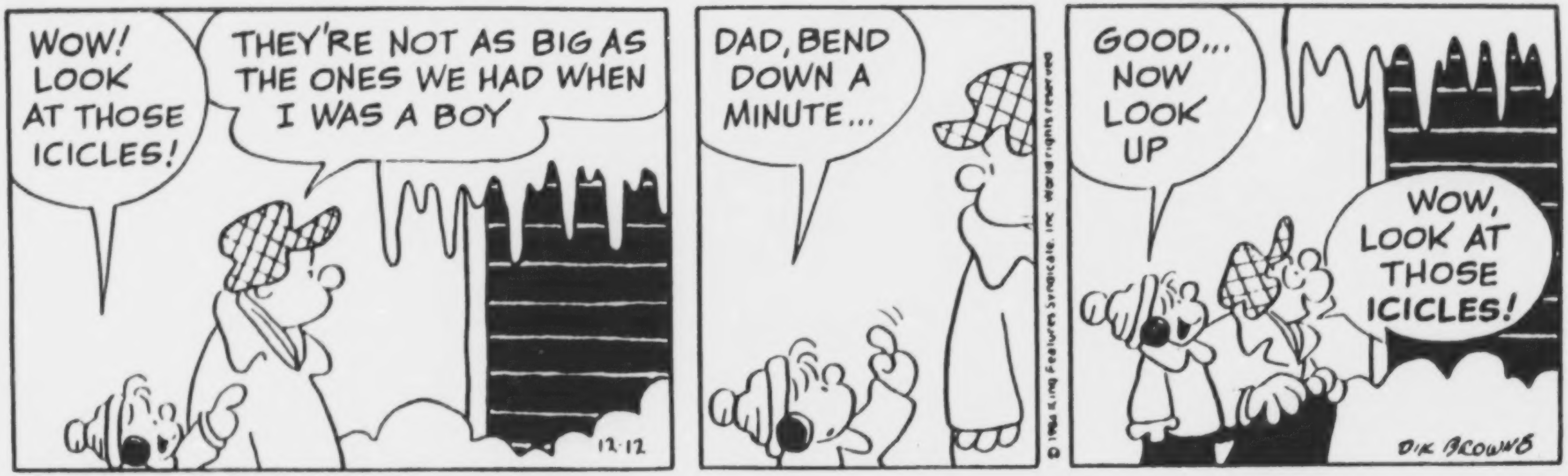
Gary Larson, The Far Side. Source Unknown



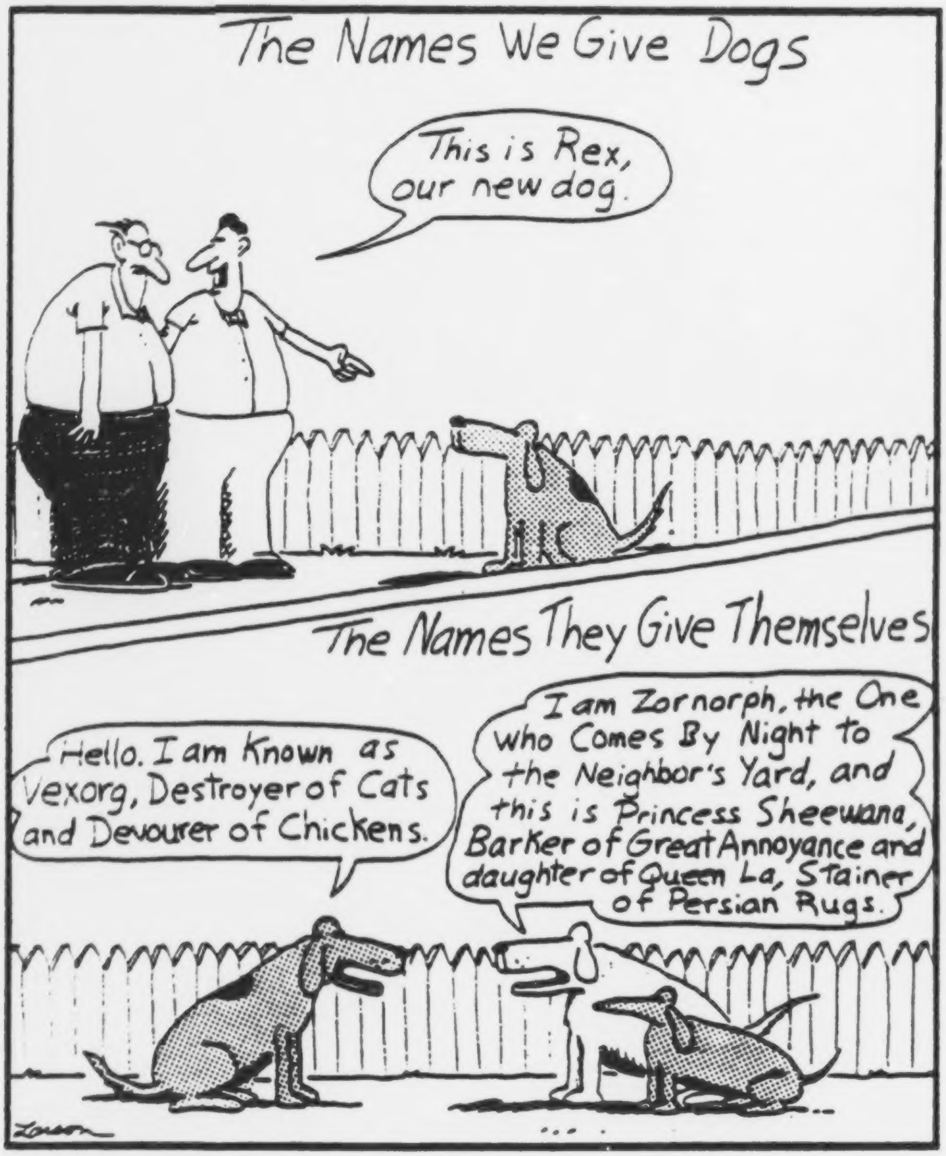

Jerry Marcus

"This is nothing. When I was your age, the snow was so deep it came up to my chin!"

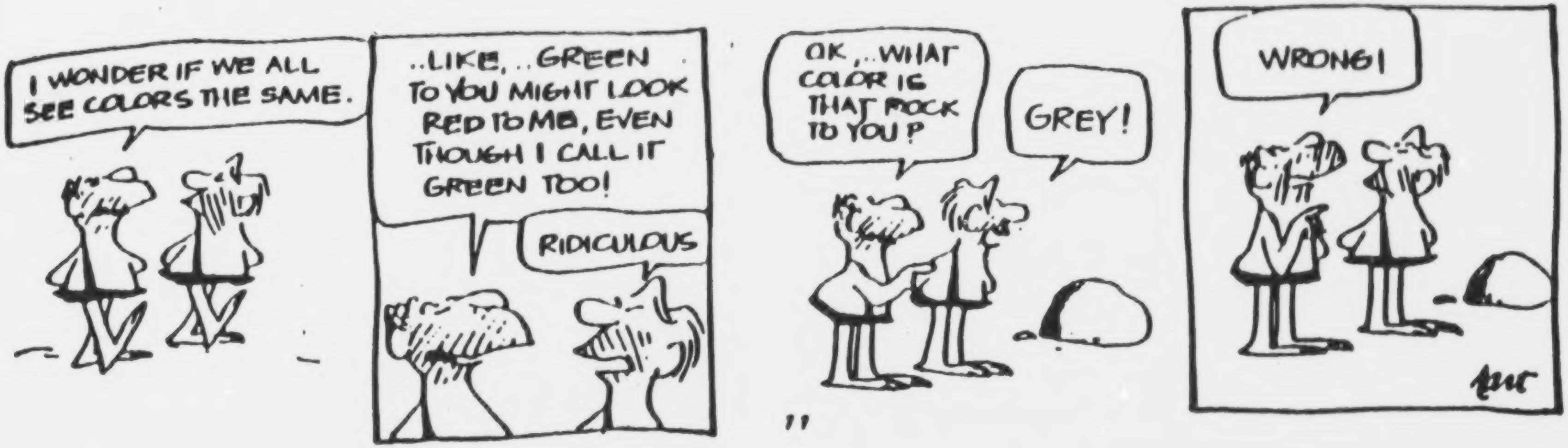
Source Unknown


WOW! LOOK AT THOSE ICICLES!
THEY'RE NOT AS BIG AS THE ONES WE HAD WHEN I WAS A BOY
12·12
DAD, BEND DOWN A MINUTE...
© 1984 King Features Syndicate, Inc. World rights reserved
GOOD... NOW LOOK UP
WOW, LOOK AT THOSE ICICLES!
DIK BROWNE

© 1984 King Features Syndicate, Inc


The Names We Give Dogs
This is Rex, our new dog.
The Names They Give Themselves
Hello. I am Known as Vexorg, Destroyer of Cats and Devourer of Chickens.
I am Zornorph, the One who Comes By Night to the Neighbor's Yard, and this is Princess Sheewana, Barker of Great Annoyance and daughter of Queen La, Stainer of Persian Rugs.
Larson

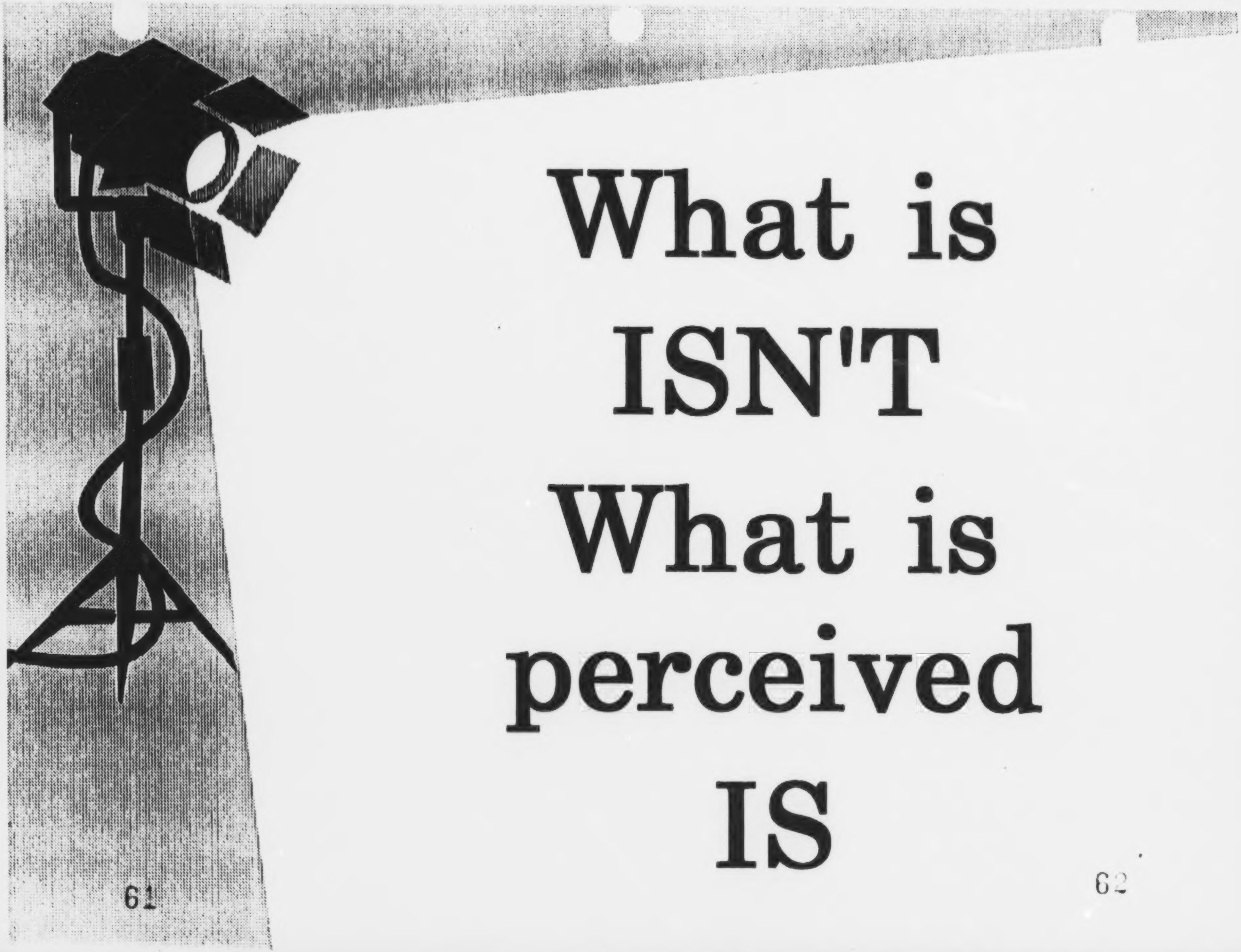
Gary Larson, The Far Side. Source Unknown


I WONDER IF WE ALL SEE COLORS THE SAME.
..LIKE, ..GREEN TO YOU MIGHT LOOK RED TO ME, EVEN THOUGH I CALL IT GREEN TOO!
RIDICULOUS
OK, ..WHAT COLOR IS THAT ROCK TO YOU?
GREY!
WRONG!

Source: B.C. John Hart and Field Enterprises, Inc.

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS.

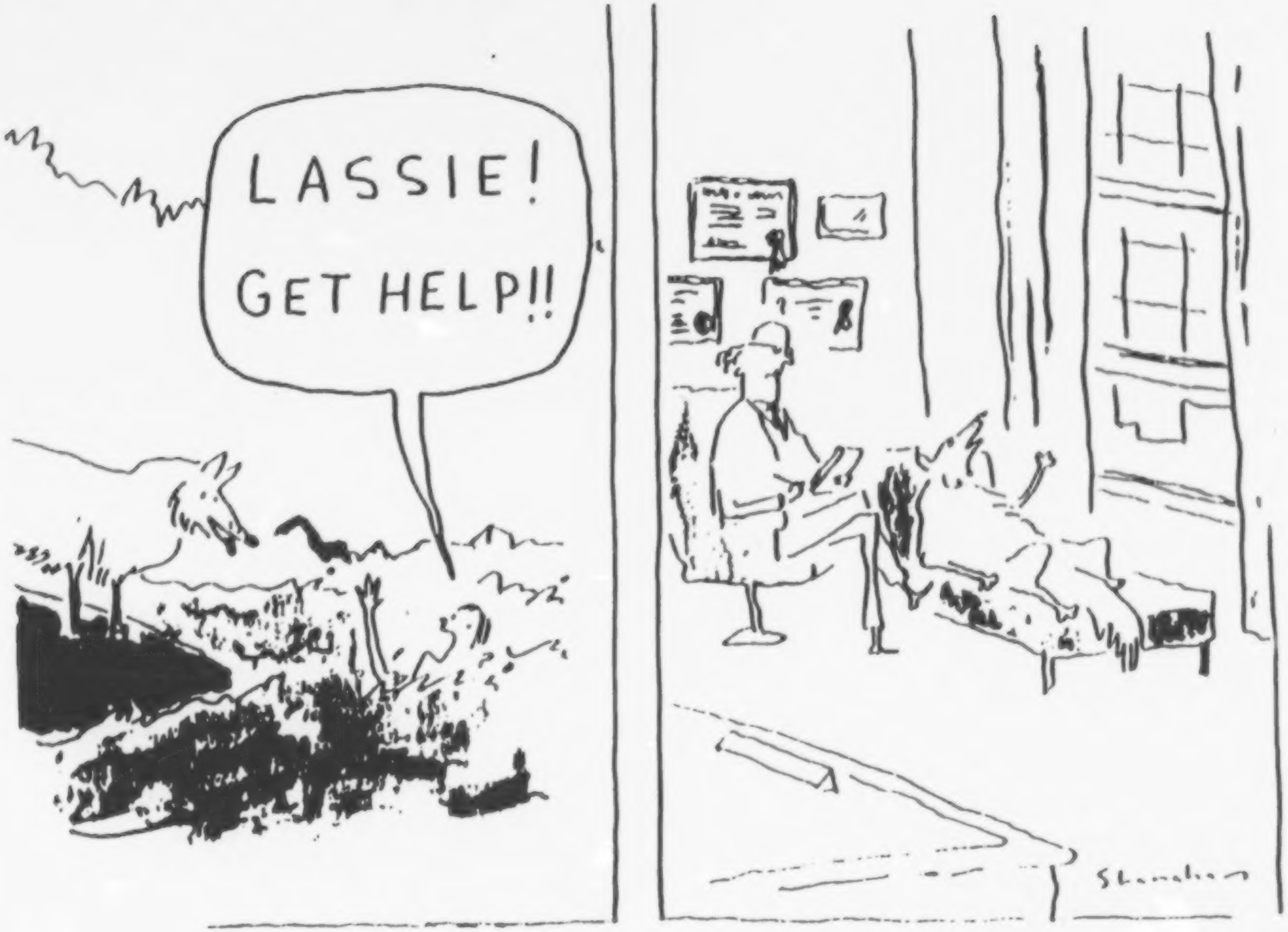
Now count the F's in the sentence. Count them only once and do not go back and count them again.



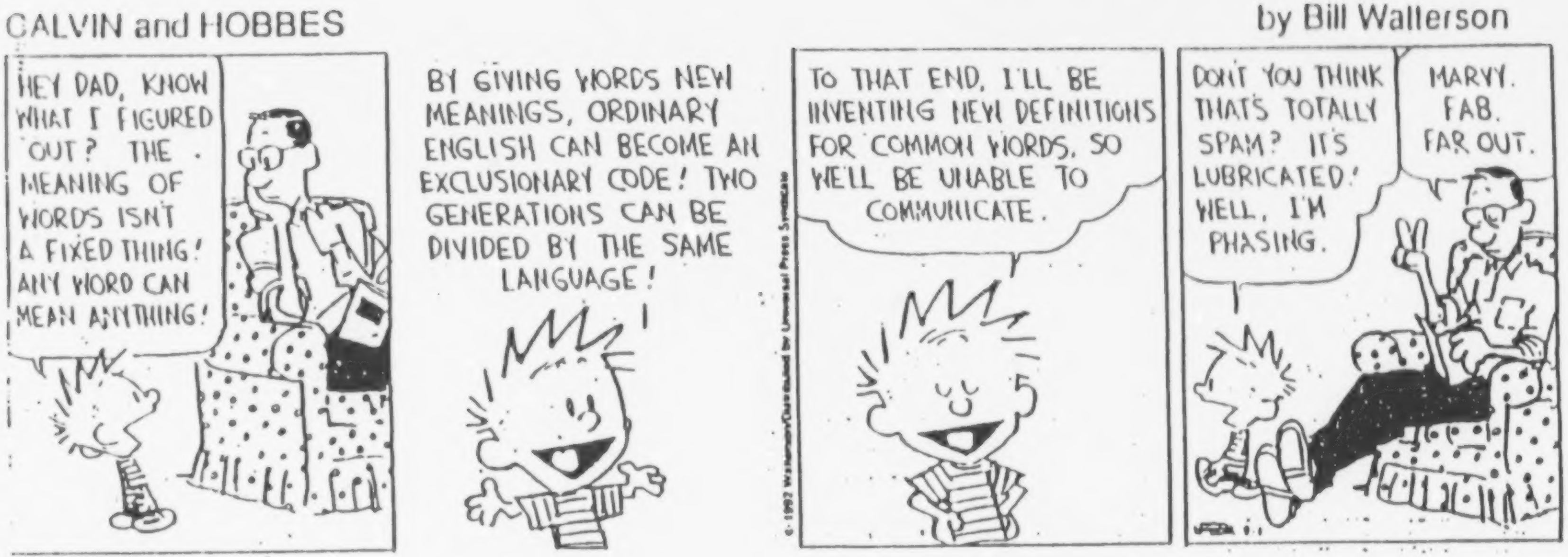
What is ISN'T What is perceived IS

I know you believe
that you understand
what you think I said,
but I am not sure that
you realize that what
you heard is not what
I meant.

No one when he uses a word has in mind exactly the same thing that another has, and the difference, however tiny, sends its tremors throughout language. All understanding, therefore, is always at the same time a misunderstanding.


LASSIE!
GET HELP!!
Shanahan

Source: Shanahan; copyright 1989 The New Yorker Magazine, Inc.


CALVIN and HOBBES
by Bill Watterson
HEY DAD, KNOW WHAT I FIGURED OUT? THE MEANING OF WORDS ISN'T A FIXED THING! ANY WORD CAN MEAN ANYTHING!
BY GIVING WORDS NEW MEANINGS, ORDINARY ENGLISH CAN BECOME AN EXCLUSIONARY CODE! TWO GENERATIONS CAN BE DIVIDED BY THE SAME LANGUAGE!
© 1992 Watterson/Distributed by Universal Press Syndicate
TO THAT END, I'LL BE INVENTING NEW DEFINITIONS FOR COMMON WORDS, SO WE'LL BE UNABLE TO COMMUNICATE.
DON'T YOU THINK THAT'S TOTALLY SPAM? IT'S LUBRICATED! WELL, I'M PHASING.
MARVY. FAB. FAR OUT.

Source Unknown

Communication
is not what you say or
thought you said.
It's what they hear and what
they think you meant.
Therefore
communication is not intent.
It is perception.
And
Perception = Reality

What Are My Greatest Strengths?

Self-confident	Optimistic	Supportive	Analytic
Risk-taker	Socializer	Open to compromise	Orderly
Ambitious	Persuasive	Loyal	Persistent
Quick-to-act	Imaginative	Adaptable	Reserved
Forceful	Open to change	Nurturing	Cautious
Competitive	Socially Sensitive	Tolerant	Practical

Adapted from the Strength Deployment Inventory

How Can My Strengths Be Perceived?

Self-confident *Arrogant*	Optimistic *Impractical*	Supportive *Submissive*	Analytic *Nit-picking*
Risk-taker *Gambler*	Socializer *Can't be alone*	Open to compromise *No principles*	Orderly *Compulsive*
Ambitious *Ruthless*	Persuasive *Pressuring*	Loyal *Slavish*	Persistent *Stubborn*
Quick-to-act *Rash*	Imaginative *Dreamer*	Adaptable *Spineless*	Reserved *Cold*
Forceful *Dictatorial*	Open to change *Wishy-washy*	Nurturing *Smothering*	Cautious *Suspicious*
Competitive *Combative*	Socially Sensitive *Deferential*	Tolerant *Uncaring*	Practical *Unimaginative*

***When you overdo your strengths, you may be perceived differently than you intend**

BAGGINS/BEAMER

Bennett Beamer, energetic product manager for a balloon manufacturing firm, decided to develop a new process for creating puncture-proof balloons. He authorized three of his executives to spend up to $20,000 each without consulting him. He also transferred one of his brightest employees, Baggins, to the East coast plant to conduct independent research on the process. Within four days, Baggins developed an ingenious new approach to the balloon problem.

DIRECTIONS: Mark statements T that you believe to be true. Mark statements F that you believe to be false. Mark statements with a question mark (?) that you are not sure are true or false because you haven't enough information.

1. Beamer transferred one of his brightest men to the East Coast. [✓ ?] T F
2. Beamer overvalued Baggins' ability. [✓ ?] T F
3. Baggins "bombed out"--that is, did not develop anything new. ? T [✓ F]
4. Baggins was not authorized to spend money without consulting Beamer. *Is Baggins an executive?* [✓ ?] T F
5. Only three executives were authorized to spend money without consulting Beamer. [✓ ?] T F
6. The product manager transferred one of his brightest employees to the East coast plant. ? [✓ T] F
7. Three men were authorized to spend up to $20,000 each without consulting Beamer. [✓ ?] T F
8. Beamer's opinion was that Baggins was a brilliant executive. [✓ ?] T F
9. The story makes reference to five people. *maybe four* [✓ ?] T F
10. Beamer was the product manager of a balloon manufacturing firm. ? [✓ T] F
11. Baggins' newly developed approach solved the balloon problem. [✓ ?] T F
12. The executives authorized to spend $20,000 each were working on the new balloon-making process. [✓ ?] T F

Was Baggins an executive?

Source Unknown

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BAGGINS/BEAMER

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12. The executives authorized to spend $20,000 each were working on the new balloon-making process. ? T F

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Deadly Assumptions

- We assume other people perceive the world the same way that we do.
- We assume other people attach the same meaning to words as we do.
- We assume other people understand us.
- We assume that we can understand other people if we listen hard.

Adapted from Working in Groups, February, 1983.

Many people do not seem to realize that very much of our thinking proceeds from assumptions often experienced as fact.

The Grinch Didn't Steal Christmas!

But he *did* get invited to the Star Trackers quarterly program to recognize the hard work and dedication of everyone in Social Expressions Customer Service, "The ♥ of Current." The Star Trackers were out to eradicate the "Grinch" mentality during the busy Christmas and Valentine seasons, but they invited the Grinch himself to stay for cookies and punch afterwards.

Dennis McGuire, Accounts Receivable and Customer Service Department Manager, ably (or was that amiably?) took on the role of Grinch for the Star Trackers' holiday program. Perhaps the cookies and punch were what enticed him…or maybe it was Customer Service Representative Dianne McGuire's talent for Grinch makeup!

Great Things Come in Current Packages

Current customer Margaret Avery from Alpena, Michigan, sent us this proof that really wonderful things come in boxes from Current. At the advanced age of one year Marcus Avery was quick to spot the possibilities. He popped into the box prepared for almost everything important since he had his bright yellow jacket and his lunch! On the back of the photo, Mom wrote "You can get just about anything from Current these days!"

What we want to know is, has New Products developed a product line they haven't told the rest of us about?

Talking About Current

"Talking About Current" provides employees the chance to ask Current President Jon Medved about job-related issues that concern them. If you have any questions, please send them to Anne Holmberg in Training & Communications, ext. 2617.

Jon Medved

Beliefs Survey Update

Every employee at Current should be aware of our corporate beliefs that "people are the cornerstone of our business, that "we must be spirited, profitable, and growing;" and that "we must conduct ourselves responsibly within all relationships."

Those beliefs are more than mere words on a piece of paper. They are concrete guides for how we ought to conduct our daily business, both inside and outside Current.

Last Spring, we decided to survey employees to find out if they really were informed about our beliefs and to what degree they thought we were living up to them. We wanted the survey to serve two purposes. First, we wanted it to answer our questions about employees' perceptions of our beliefs. Second, we wanted it to help us get employees actively involved in helping make Current a more effective company and a better place to work.

Because of the number of employees and the complexity of the questions we were asking, we decided to start with a relatively small survey group. We knew the responses might not all be as positive as we would have liked, and we wanted to be sure we developed a constructive process for responding to employee concerns and involving them in developing and implementing suggestions for improvement.

The Stone plant volunteered for our test run. Everyone there took the survey last August, and they've been busy ever since analyzing the results and developing plans to deal with the problems and concerns identified. The whole process has been very useful—for everyone—but it's also been very difficult and more time consuming than we expected.

By starting out with a smaller group, we learned a lot about what had to be done to make the survey and follow-up as effective and unstressful as possible. Among other things, we learned that we shouldn't offer the survey to everyone in the company at the same time as we had originally planned—the process is just too complex and the issues and concerns identified in the survey are too varied. We also learned that department"

(continued page 6)

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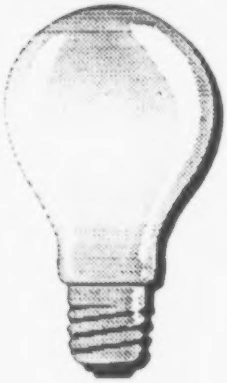


Sharpening Perceptions

- Don't jump to conclusions
- Seek more information
- Empathize with others
- Be willing to adjust
- Make a commitment

Listening Exercise

Writing II Class
June 7, 1994   1:15 to 3:15
Crestone Peakroom, Briargate

In Attendance:
Janelle Diller
Cleo Orrant
Victoria Harpster
Cyndee Holien
Carrie Holo
Karen Kennedy
Gayla Krueger
Lynnette Linko
Shirley Maxwell
Absent:Rick Vigil

RE: RECOGNIZING OUTSTANDING EMPLOYEE'S WHO HAVE TOPPED OUT ON THE WAGE SCALE

No previous minutes were read as this is our first meeting.

We addressed the issue of how to recognize outstanding employee's who have maxed out at the top of the pay scale at Current.

We discussed a private recognition verses a very open recognition.

Our group compiled a list of suggestions that could be adapted:

① 1. Give stronger consideration to move the employee on to another position with a higher pay scale.

2. Re-evaluate job description. Submit re-evaluation to the Hauge committee for pay grade raise.

② 3. Cross train employee's so they are more valuable.

4. Use the valuable employee to train other's and note this training on their review.

③ 5. Award employee with longer breaks.

④ 6. Award employee with occasional longer lunch period.

⑤ 7. Give employee double the $15.00 outlet check.

8. Give a monetary bonus for each year of service where employee exceeded standards.

9. Award employee with close in parking at Woodmen and Briagate.

10. If the employee works overtime they get an extra raise.

WHY SHOULD YOU (OR ANYONE) LISTEN? COSTS OF POOR LISTENING SKILLS

(These are, by the way, true stories!)

A sales manager for a large company asked his accounting department how he could charge off a $100,000 error caused by a dispatcher who routed a fleet of drivers to deliver building material to the wrong state. The dispatcher heard the city (Portland) but not the state (Maine). The result was eight trucks 3,000 miles off coast in Portland, Oregon. How could this problem have been avoided?

Three computer sales representatives from different companies presented their products to a historian who had special application needs. The historian was a dealer in rare manuscripts and explained to each sales representative what computer functions were required. Two of the sales representatives did not listen and presented products that were inappropriate. The third understood what the historian wanted and she got the order. The manuscript dealer was impressed with only one thing, and it wasn't the hardware because he didn't know much about computers. He did know that two people didn't listen and the third did. He bought his computer from the person who listened. What was the cost to the other two companies? How can the two sales representatives who didn't listen make sure they don't lose any more business in the future?

Linda recently cut short a business trip to attend an important investment dinner meeting with her husband. She hurried from the airport, dressed for dinner and met her husband at the restaurant. An hour and a half later their financial advisor had not arrived. A phone call deduced they were at the right restaurant, but on the wrong night. The dinner was rescheduled, but Linda sacrificed profitable business she would have closed had she kept her original trip schedule. How can Linda avoid this problem in the future?

Source Unknown

Listening Self-Assessment

How often have you caught yourself engaging in the following bad listening habits?
BE HONEST!!!

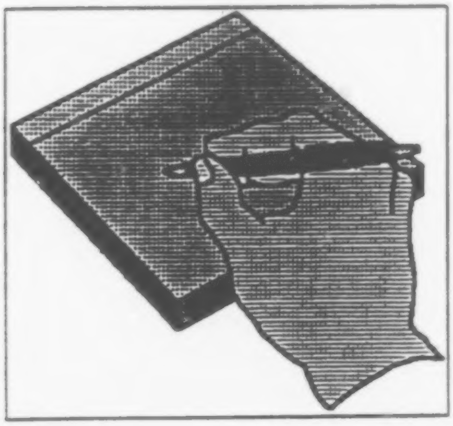
	Almost always	Usually	Some-times	Seldom	Almost never
1. Giving in to mental distractions/letting your mind wander					
2. Giving in to physical distractions					
3. Trying to remember everything said					
4. Rejecting an idea before hearing it all					
5. Faking that you are paying attention					
6. Focusing on how it is said instead of what is said					
7. Jumping to conclusions about what the speaker means					
8. Deciding that the speaker is wrong/you are right before hearing the full story					
9. Judging the speaker on his or her appearance					
10. Hearing what you expect to hear instead of what is actually said					

Listening Blocks

- **Laziness**
- **Closed-mindedness**
- **Opinionatedness**
- **Insincerity**
- **Boredom**
- **Inattentiveness**

WRITE

How can listening effectively in the workplace help you personally? Help your company? Think of as many ways as you can. What keeps you from being able to concentrate on what you hear?

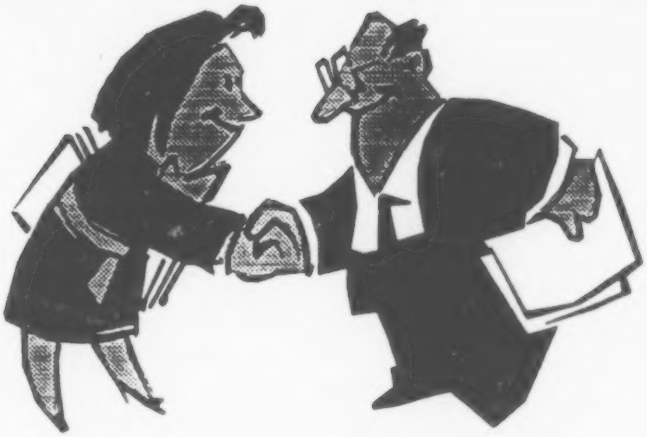


Results of Effective Listening

- **Increased Income**
- **Increased Company Profits**
- **Increased Job Satisfaction**
- **Improved Working Relationships**
- **Better Understanding of Problems**
- **Improved Information Retention**

"We have two ears
and only one tongue
in order that
we may hear more
and
speak less."

- DIOGENES (320 B.C.)



Listening to Understand

Show interest in what
the other person has
to say!

Ask questions to
clarify what you
have heard!

Let the other person
know what you
understand!

TIPS FOR EXCELLENT LISTENING

1. TAKE NOTES
2. LISTEN NOW TO USE THE INFO LATER
3. LEARN TO CONCENTRATE
4. CONTROL DAYDREAMING
5. PAY ATTENTION
   - Ask Questions
   - Show Interest
   - Express Concern
6. BECOME A 'WHOLE BODY' LISTENER
7. BUILD RAPPORT WITH YOUR SPEAKER
8. DON'T LET EMOTIONS DISTORT THE MESSAGE
9. CONTROL YOUR RESPONSE TO DISTRACTIONS
10. BE A GENEROUS LISTENER

WORKPLACE COMMUNICATION: Meaningful Messages

SESSION III

> *"I have learned how to respond to people with a more relaxed attitude. I feel like my productivity has increased and I can adjust to each customer more easily."*
>
> - Communication Student

Rationale:

"People respond to people who respond."

-Anonymous

Many major U.S. corporations are turning to self-directed work teams to meet the challenges of today's changing workplace. As such, employees must be able to work and communicate effectively as a team member. One of the most important skills necessary is the ability to give positive and constructive feedback that will enhance the productivity and morale of other team members. This session focuses on finding the positive in co-workers and taking initiative to improve productivity and working relationships, as well as provides practical guidelines and practice to enhance and improve these important communication skills.

Learning Intentions:

- Students will discuss the purpose, barriers, and guidelines for giving positive and constructive feedback.
- Students will discuss and practice how to receive feedback.
- Students will practice giving positive and constructive feedback.
- Students will identify the level at which they give and solicit feedback.

Curriculum Notes:

Curriculum notes and references follow this section.

Course Outline:

I. Review (20 min.)

- Action cards

II. Introduction to Feedback (10 min.)

A. DISCUSS:

- What is feedback? Letting someone know how you **perceive** their behavior

B. DISCUSS:

- Purpose of feedback - why give it?
- Reinforce behavior - getting someone to continue a desired behavior

  Example: I really appreciated you letting me know a day in advance that you couldn't make the meeting.

- Behavior change - getting someone to change an undesired behavior

  Example: When you don't get the information for the second shift to me by the Thursday deadline, it causes a delay on the project.

C. *Optional* ACTIVITY:
Johari Window

- Hand out "Relationships with your co-workers," and ask participants to follow the instructions and answer the questions.
- Hand out "Johari Window" box.
- Score and plot scores in the box.
- Handout and discuss Johari Window areas.
- Discuss handout on how Johari Window relates to feedback.
- Handout and discuss the categorized "windows" (i.e. interviewer, turtle).
- Summarize Johari Window with overhead and handout.

III. Giving Positive Feedback (20 min.)

A. DISCUSS:
- "People respond to people who respond"' overhead
- Suggestion box cartoon

III. Giving Positive Feedback

B. DISCUSS:

- "Why give positive feedback?" handout and overhead
- "Barriers to giving positive feedback" handout and overhead
- "Guidelines for giving positive feedback" handout and overhead

Catch people doing things right!!!!!!

C. APPLICATION ACTIVITY:
Giving positive feedback practice preparation

- Ask participants to write positive feedback for their partner in their journal.
- Reinforce the use of the guidelines

IV. Receiving Feedback (25 min.)

A. DISCUSS:

- "How to receive feedback" overhead and handout
- Differences between receiving positive and constructive feedback
- How perceptions and cultural differences play a role in giving and receiving.
- When appropriate, take notes when receiving feedback.
- Say thank you when receiving positive feedback.

B. DISCUSS:

- "A person who grabs the cat..." overhead
- Stress the importance of practice to improve a skill

C. APPLICATION ACTIVITY:
Giving positive feedback practice

- Pairs give the positive feedback to their partner following guidelines for giving and receiving feedback.

D. DISCUSS:

- How did it feel to give positive feedback?
- How did it feel to receive it?
- What was most difficult about giving/receiving feedback?
- What was easy?

E. ACTION:

- List one person you will give positive feedback to this week.

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V. Giving Constructive Feedback (60 min.)

A. DISCUSS:
- "Why give constructive feedback?" overhead and handout
- "Constructive feedback: Barriers" overhead and handout
- "Giving constructive feedback" handout

B. *Optional* ACTIVITY:
Scenario Feedback

- As a large group or in pairs hand out the feedback scenarios. Participants should practice how they would respond following the guidelines previously discussed.

C. APPLICATION ACTIVITY:
Giving constructive feedback practice preparation

- Handout "Giving constructive feedback" planning questions.
- Ask participants to think of someone they would like to give constructive feedback to and them ask them to fill out the planner.

D. APPLICATION ACTIVITY:
Giving constructive feedback role-playing

- Can be done in pairs or groups of three with an observer
- With observer role, handout "Constructive Feedback Observation" form.
- Practicing person describes the situation and the person's predicted reaction to his/her partner and the observer.
- Participants will practice giving their feedback to a partner who will role-play the appropriate reaction.
- After the practice, the person practicing identifies what he/she did well.
- Next, the partner gives his/her feedback about how the practicing person performed.
- Last, the observer gives his/her feedback about how the practicing person performed.
- Rotate roles.

E. ACTION:
- Plan when you will give the constructive feedback that you wrote and practiced to the person.

VI. Evaluation (5 min.)

- Journals

CURRICULUM NOTES

I. Review

Ask participants to review their action cards from last week. What did they try? What worked? What didn't? Why or why not?

II. Introduction to Feedback

IIB. Introduce the concept of feedback with a large group discussion on the purpose of feedback. Ask students to give their own examples for each purpose.

IIC. ***Optional*** **ACTIVITY:** The Johari Window exercise can be used to discuss the level at which participants give and solicit feedback. Ask participants to fill out the "Relationships with your co-workers" survey. Emphasize that they should not overanalyze each situation and their response to it--encourage them to work quickly to ensure this.

To score the Johari Window, ask participants to total their answers for question numbers 1, 4, 6, 9, 11, 13, 15, 17, 18, and 19. This equals their exposure total (found on the Johari Window box). Then ask the participants to total their answers for 2, 3, 5, 7, 8, 10, 12, 14, 16, and 20. This equals their feedback total. To arrive at their rank score, which is the score they use to chart/plot their Johari Window, times each "total" by 2.

Example: Exposure Total = 29 (x2) = 58 Exposure Rank Score

Ask participants to then plot their exposure rank score on the vertical axis and draw a horizontal line across. Plot the feedback rank score on the horizontal axis and draw a vertical line across. This will give you the four quadrants of the Johari Window. It often helps if you go through this process with the participants using your own scores.

Once all participants have finished it is interesting to plot the rank scores on the blank Johari Window overhead to see how people differ, reinforcing session one.

Next, explain and discuss the meaning of each of the four areas/quadrants using the handouts and overhead. Ask the participants to label their Johari Window box appropriately.

II. Introduction to Feedback Continued:

IIC. *Optional* ACTIVITY Continued:
Following this, give students the handout integrating the Johari Window with feedback. Explain to participants that the placement of their horizontal and vertical lines demonstrates how comfortable they are with giving and soliciting feedback. The further down the vertical line is, the more the participant likes to give feedback. The further to the right the horizontal line is, the more the participant likes to solicit feedback.

Discuss the four categorized "windows" (interviewer, bull-in-china-shop, turtle, and ideal). Ask participants to identify which is most like themselves. Discuss how their Johari Window changes with every person they interact with. For example, when they first meet someone they may be more like a turtle and they may have an ideal window with one co-worker and an interviewer window with another co-worker. It can be interesting to have the participants draw their Johari Window with three different people in their lives.

Summarize the Johari Window with the handout and overhead.

III. Giving Positive Feedback

IIIA. DISCUSSION OF QUOTE AND CARTOON: How do you feel when people don't respond to you? The quote and cartoon lead into a lively discussion on how giving positive feedback to co-workers can help communication become more effective. Discuss overheads/handouts with participants, asking them for examples from their department.

IIIC. APPLICATION ACTIVITY: Pairs prepare to give positive feedback to each other. Ask participants to find a partner and then write positive feedback for their partner in their journal. Emphasize the use of the guidelines and let them know that they will be giving this feedback to their partner. After they are finished writing, ask them to review the guidelines and make sure they have followed them.

IV. Receiving Feedback

IVB. DISCUSSION OF QUOTE: "The person who grabs the cat by the tail learns about 44% faster than the one just watching." As the class moves into practicing their skills, it is a good time to discuss the importance of their practice, in the classroom and when they leave the classroom.

IV. Receiving Feedback Continued:

IVE. ACTION CARDS: Ask participants to list one person they will give positive feedback to this week. Participants are asked to discuss what they tried during a review in the next session.

V. Giving Constructive Feedback

VC. APPLICATION ACTIVITY: Preparation for giving constructive feedback practice: Ask participants to think of someone they would like to give constructive feedback to at work. It is important to emphasize that this person is NOT someone who they feel is "too hard" to approach or someone who they don't want to expend any more energy on. They are expected to give this constructive feedback as part of their action cards, so this needs to be made clear to them.

VD. APPLICATION ACTIVITY: Giving constructive feedback practice. This practice can be done in pairs or groups of three with an observer. The latter is recommended given adequate class size and time. If an observer is used, handout "Constructive Feedback Observation" form. Explain to the observer that he/she is responsible for observing the practicing person and taking notes on their performance.

Actual practice: First, the practicing person describes the situation and the person's predicted reaction to the feedback to his/her partner and the observer. Second, the practicing person will practice giving his/her feedback to a partner who will role-play the appropriate reaction (based on the previous description). Third, after the practice, the person practicing identifies what he/she did well. Fourth, the partner gives his/her feedback about how the practicing person performed. Five, the observer gives his/her feedback about how the practicing person performed. Rotate roles.

VE. ACTION CARDS: Ask participants to plan when they will give the constructive feedback that they wrote and practiced.

NOTE: It is important to be flexible with this curriculum--times are written, but NOT in stone! Please take the times as suggestions and remember that they do not include the optional exercises that are added. Often, due to the discussion time that varies with every class, everything cannot be covered in a two-hour time session. Adjust the curriculum according to each class' needs.

References

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Caputo, John S., Hazel, Harry C., and McMahon, Colleen. *Interpersonal Communication.* Needham Heights MA: Allyn and Bacon, 1994.

"Giving Constructive Feedback." *Frontline Leadership* by Zenger-Miller ● Achieve. San Jose CA: Zenger-Miller, Inc.

Weaver, Richard, L. *Understanding Interpersonal Communication.* New York NY: HarperCollins College Publishers, 1993.

____
(NAME)

RELATIONSHIPS WITH YOUR CO-WORKERS

Twenty interpersonal situations between an individual and co-workers or colleagues are described below. By co-workers or colleagues we mean people with whom you work but whom you neither supervise nor are supervised by. To what degree do you agree with the stated solution?

Indicate your choice by circling the number in the left hand column that describes the degree to which the proposed solution describes the kind of action you would take.

5 - Always
4 - Frequently
3 - Occasionally
2 - Seldom
1 - Never

ANSWER ALL QUESTIONS

1. One of my co-workers and I had a strong argument in the past and I know he is still uncomfortable around me. I would:

5 4 3 2 1 Comment on his behavior and ask him how he felt the argument had affected our relationship.

2. A colleague of mine was unable to get along with a supervisor in another department with whom he should cooperate to get the job done. I would:

5 4 3 2 1 Tell him I felt he was partially responsible for this problem and try to indicate how the other supervisor was being affected by him.

3. A colleague with whom I worked began to avoid me and act in an aloof but withdrawn manner. I would:

5 4 3 2 1 Call his attention to his behavior and suggest he tell me what was on his mind.

4. In a discussion with a colleague the conversation turned to a subject about which I should be knowledgeable but about which I really knew nothing.

5 4 3 2 1 Confess my ignorance regardless of my colleague's reactions and encourage continuance of the conversation.

Source Unknown

5. A co-worker told me he believed I was doing things that made me less effective in my relationships with my colleagues. I would:

5 4 3 2 1 Encourage him to spell out or elaborate on what he had observed and suggest changes.

6. A colleague wanted to do higher level work than I believed he was able or qualified to do and he had tentatively been selected by the manager of another department to do such work. I would:

5 4 3 2 1 Tell both the other manager and my colleague of my belief and then leave the final decision up to them.

7. One of my colleagues was being unfair to other colleagues. I would:

5 4 3 2 1 Ask several other colleagues how they saw the situation to see if they felt he was behaving unfairly.

8. I was preoccupied with some personal matters and a co-worker told me that I had become irritable and impatient with him and others and that I seemed to be acting upset and unreasonable about unimportant things. I would:

5 4 3 2 1 Listen to his complaints but not try to explain my actions to him.

9. I overheard some of my colleagues discuss an ugly rumor about another colleague which I knew could hurt him and he asked me what I knew about it. I would:

5 4 3 2 1 Tell him exactly what I had heard, when I heard it and from whom I had heard it.

10. A colleague pointed out that I had a "personality conflict" with a co-worker in another department with whom it was important I cooperate for my colleague to get his work done. I would:

5 4 3 2 1 Discuss it openly with my colleague in order to find out how his work was being affected.

11. My relationship with one of my co-workers had been damaged by repeated arguments on an issue of importance to both of us. I would:

5 4 3 2 1 Point out the effects the argument was having on our relationship and suggest that we discuss it until we got it resolved.

12. While I was trying to give a colleague my reactions to his performance he suddenly suggested we discuss my performance as well. I would:

5 4 3 2 1 Welcome the opportunity to learn how he evaluated my work and encourage his comments.

13. A co-worker began to tell me of his hostile attitudes toward one of my other colleagues whom he felt was being unfair to others (and I agreed). I would:

5 4 3 2 1 Listen and also express my honest views to him so he would know where I stood.

14. I had reason to suspect that an ugly rumor was being circulated bout me among my colleagues and that one colleague in particular had quite likely heard it. I would:

5 4 3 2 1 Risk putting him on the spot by asking him directly what he knew about the whole thing.

15. I observed a co-worker in his relationships with other co-workers and I believe he was doing a number of things which limited his effectiveness. I would:

5 4 3 2 1 Risk being seen as a busybody and tell him what I saw and my reaction to it.

16. Two of my colleagues and I were talking and one of them inadvertently mentioned some plans which would affect my department, but of which I had not heard. I would:

5 4 3 2 1 Press them for further information regarding the plans and their opinions about them.

17. A co-worker seemed preoccupied most of the time and began to rebel against me on seemingly unimportant things and became irritated with me and others without real cause. I would:

5 4 3 2 1 Try to talk to him about it and point out how he was affecting people.

18. I had begun to dislike one of my colleagues to the extent it was interfering with my ability to work effectively with him. I would:

5 4 3 2 1 Get my feelings out in the open and clear the air so we could get on with our work.

19. In discussing his performance with one of my more sensitive co-workers, I would:

5 4 3 2 1 Focus primarily on his mistakes so as to upgrade his work.

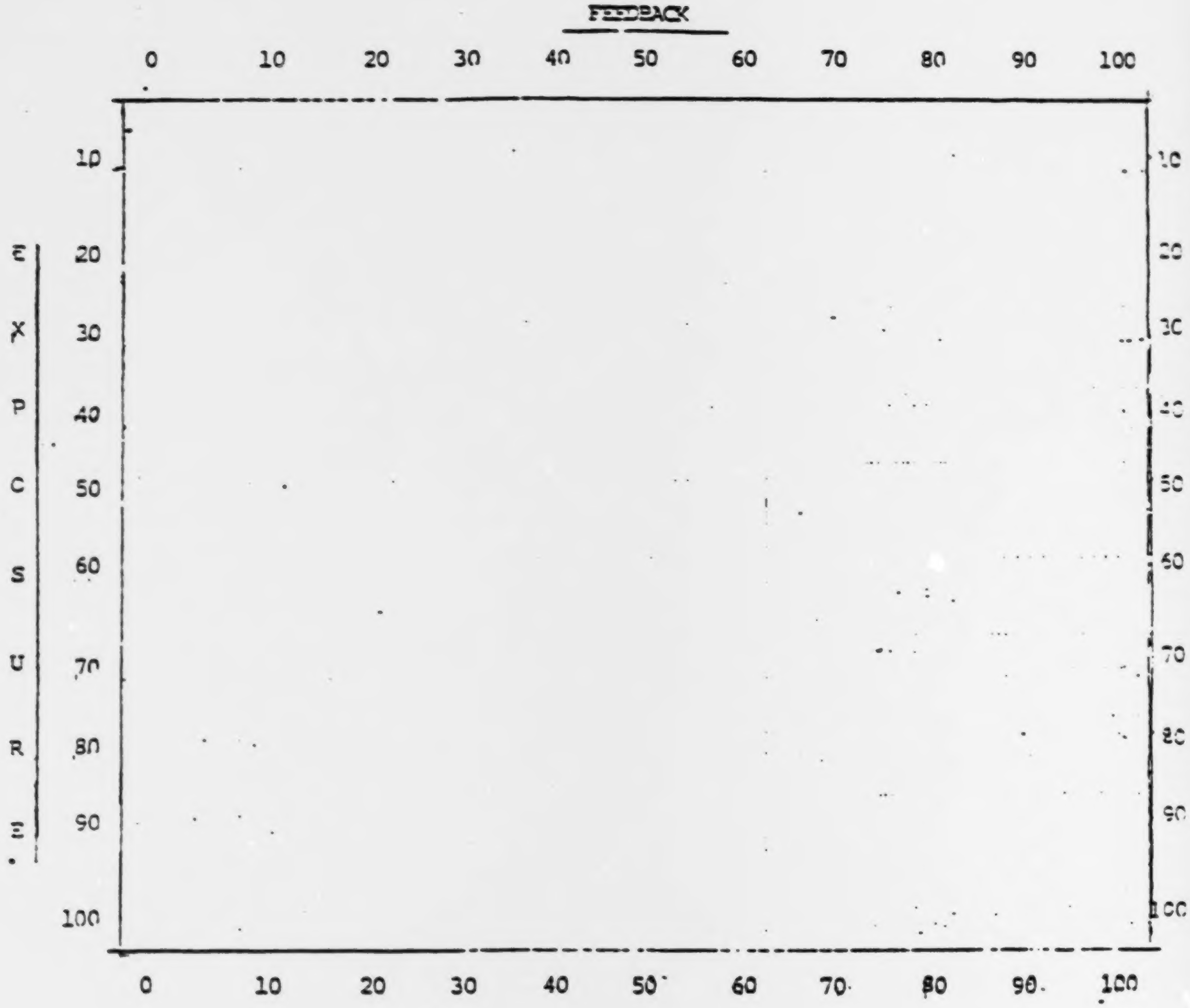
20. I knew I was being considered for a top management position and my present co-workers' attitude toward me had been rather negative during my work with them, I would:

5 4 3 2 1 Discuss my shortcomings as a manager with my co-workers so I could see where to improve.

JOHARI WINDOW

______________________________ NAME

______________________________ RELATIONSHIP MEASURED



EXPOSURE TOTAL ____________ ____________ RANK

FEEDBACK TOTAL ____________ ____________ RANK

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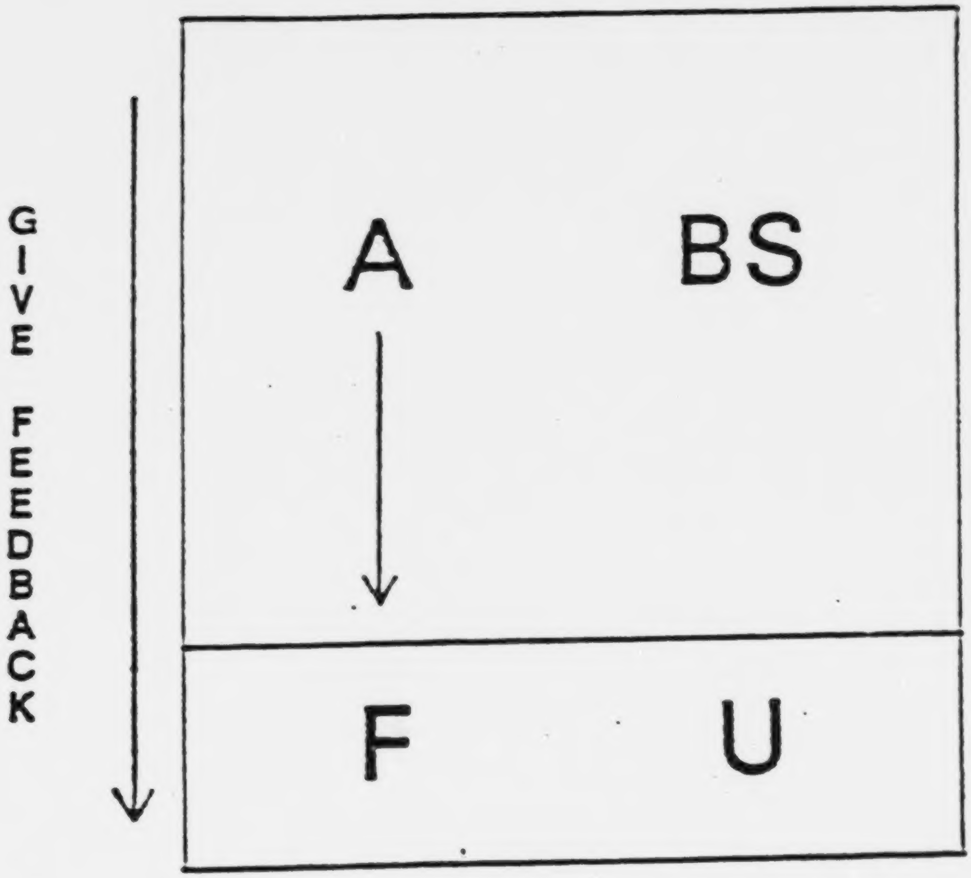
JOHARI WINDOW

	KNOWN TO SELF	UNKNOWN TO SEL
KNOWN TO OTHERS	I AREA OF FREE ACTIVITY	II BLIND AREA
UNKNOWN TO OTHERS	III HIDDEN OR AVOIDED AREA	IV AREA OF UNKNOWN ACTIVITY OR POTENTIAL

Source Unknown


GIVE FEEDBACK
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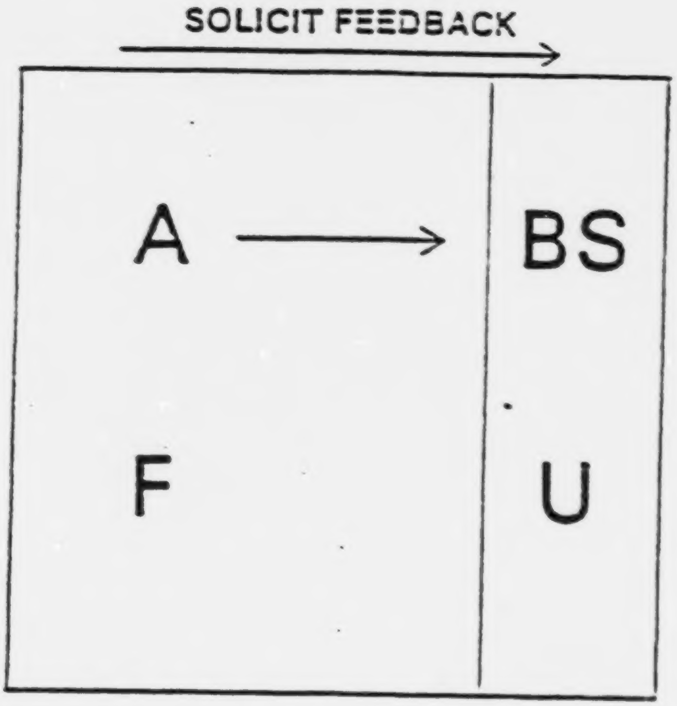
SOLICIT FEEDBACK
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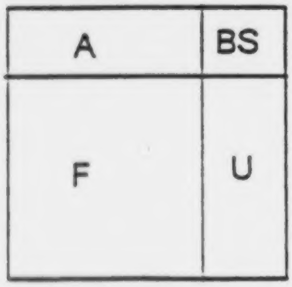
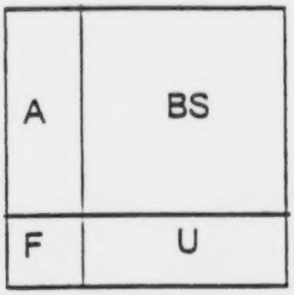
The Interviewer



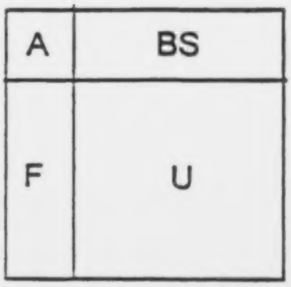
- Large Facade
- Likes to ask questions but doesn't like to give information or feedback
- Responds to the group norm and maintains a reasonable level of participation, but only by soliciting information
- Wants to know what other people think before committing
- Hard to know where this type of person stands on the issues

Bull-in-China-Shop



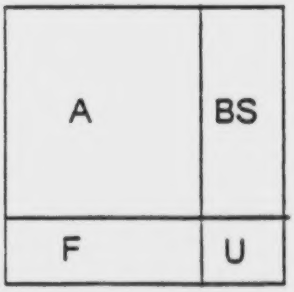
- Large BLIND SPOT
- Maintains group interaction by giving feedback but soliciting very little
- This type of person says what he/she thinks, feels, and stands
- May seem insensitive to feedback given to him/her or doesn't even hear it
- Because this person doesn't respond to group feedback, he/she comes across as a "bull in a china shop"

The Turtle



- Large UNKNOWN
- The silent member, the comfortable observer
- This person doesn't know him/herself and neither do other people
- The "mystery" member of the group
- Says things like "I learn more by listening"
- It takes a considerable amount of time and energy to maintain such a small arena

The Ideal Window



- The large ARENA increases as the level of trust in the group increases
- Most of the person's behavior is above board and open to the group
- Consequently, there is less of a chance for other group members to misinterpret or project personal feelings into the person's behavior

JOHARI WINDOW SUMMARY

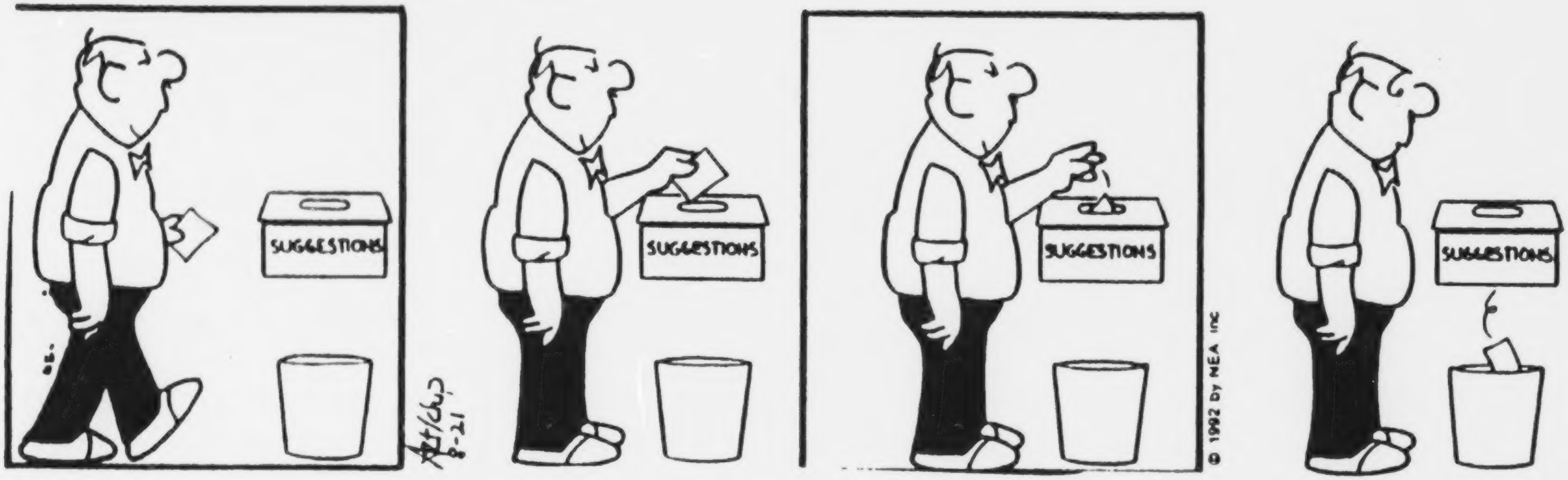
Working with others is facilitated by a large area of free activity--the ARENA. More resources and skills can be applied to the task at hand and communication is less likely to be misinterpreted.

The smaller the ARENA, the more likely there will be problems of misinterpretation and perception. The smaller the ARENA, the poorer the interpersonal communication.

"People respond
to people
who respond."

-ANONYMOUS

THE BORN LOSER By Art Sansom


SUGGESTIONS
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WHY GIVE POSITIVE FEEDBACK?

- INCREASE MORALE
- TEAM BUILDING
- HELPS TO FOCUS ON THE POSITIVE
- PROMOTES CLIMATE OF TRUST
- INCREASES CHANCES BEHAVIOR WILL CONTINUE
- OPENS UP COMMUNICATION

BARRIERS TO GIVING POSITIVE FEEDBACK

- TOO BUSY TO DO IT
- UNCOMFORTABLE
- DON'T THINK OF IT
- DON'T VALUE IT
- DON'T KNOW HOW

GUIDELINES FOR GIVING POSITIVE FEEDBACK

- BE SPECIFIC
- DESCRIBE HOW BEHAVIOR AFFECTED YOU
- MAKE IT PERSONAL - USE “I” STATEMENTS
- BE GENUINE

HOW TO RECEIVE FEEDBACK

- KEEP AN OPEN MIND
- LISTEN - DO NOT INTERRUPT, JUSTIFY, EXPLAIN
- PARAPHRASE THE FEEDBACK IF APPROPRIATE
- ASK FOR EXAMPLE OR EXPLANATION IF NECESSARY

THE PERSON WHO GRABS THE CAT BY THE TAIL LEARNS ABOUT 44 PERCENT FASTER THAN THE ONE JUST WATCHING.

—*Mark Twain*

Why Give Constructive Feedback?

- Increase productivity
- Increase morale
- Prevent grudges from developing
- Improve team development
- Help individuals learn about themselves
- Because we value the person or relationship

Constructive Feedback: Barriers

- Fear of offending someone
- Fear of revenge
- Worry about being wrong
- Anticipate negative reaction
- Worry about damaging relationship
- "It's not my job..."
- "I don't want to rock the boat..."

Giving Constructive Feedback

- ✓ State the purpose of the discussion
- ✓ Describe specifically what you have observed
- ✓ Describe your reactions to what you have observed
- ✓ Check for understanding and give the other person a chance to respond
- ✓ Offer helpful ideas when appropriate
- ✓ Summarize and show your support

Other Guidelines

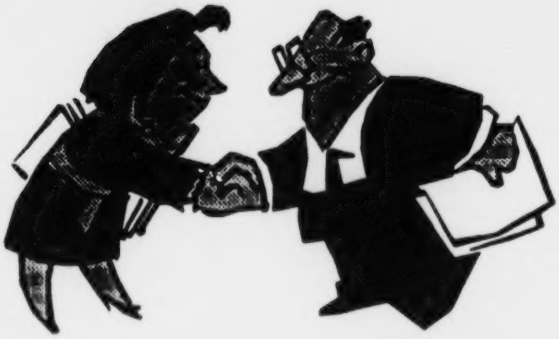
Use "I" language
Be prompt with your feedback
Address only changeable behaviors
Try to keep it from getting personal
Take time to think about what you want to say
Use non-inflammatory language

1. Peter sits through every team meeting without saying a word. After the meetings end, he is often overheard talking with his friends against decisions agreed upon in the meetings. After this morning's meeting, Peter walks up to you and begins to criticize a team decision.

2. Ted is very open with his opinions. He is known to be an abrupt and "tell it like it is" kind of person. You and most of the other team members hesitate when you need to ask Ted for help, and instead look for someone else to ask. You suspect Ted is unaware of this and would really be willing to help if asked.

3. Cinda is taking a class at the community college. As the class meets after work, Cinda brings her course materials to work. She can often be found doing her homework during work hours. She once explained that she only works on her homework during "down" times, when she has nothing else to do, but recently this has caused you to do some extra work. You see Cinda working on her homework again.

4. Ruth is one of the most technically competent individuals on your team. She has an opinion on everything, even if it is outside her area of expertise. She does not listen to you in team meetings even when you have an informed opinion. You and Ruth are working on a project where you have more knowledge than she. In your first meeting, Ruth begins to control the conversation as you are trying to give her some important information.



Giving Constructive Feedback

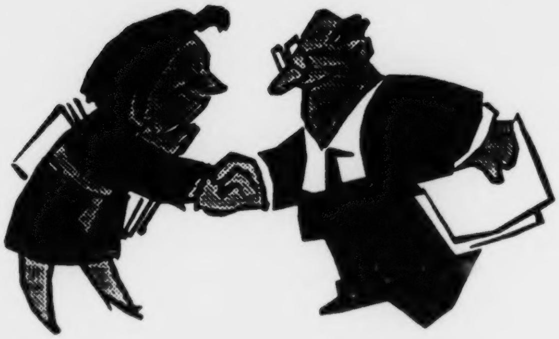
- What is the purpose of giving this feedback?

- Describe specifically what you have observed.

- What is your reaction?

- What ideas do you have that might be helpful?

- How can you show your support and end on a positive note?



Constructive Feedback Observation

- Stated purpose of discussion
- Described specifically what they observed
- Described their reaction
- Checked for understanding and gave the other person a chance to respond
- Offered helpful ideas/suggestions
- Showed support and ended on a positive note?
- Followed other guidelines for giving constructive feedback

WORKPLACE COMMUNICATION: Meaningful Messages

SESSION IV

> *"I have gotten to the point where someone I was having communication problems with really was able to talk to me and ask questions."*
>
> \- Communication Student

Rationale:

"People's minds are changed through observation and not through argument."

- Will Rogers

An important skill in dealing with co-workers is the ability to resolve issues. As people are inherently different, there will be disagreements and conflicts in the workplace. This session builds on the skills learned in the first three sessions and provides practical techniques for resolving these conflicts in a constructive and positive manner.

Learning Intentions:

- Participants will identify and discuss a recent conflict in their lives, as well as current conflicts in their company and departments.
- Participants will discuss common causes of conflict in the workplace and the effects of not resolving conflict.
- Participants will identify and evaluate their individual styles of resolving conflict in workplace situations and discuss strengths and weaknesses of each style.
- Students will discuss and practice techniques for managing conflict.

Curriculum Notes:

- Curriculum notes and references follow this course outline.

Course Outline:

I. Review (20 min.)

- Action cards

II. Conflict at Work (25 min.)

A. APPLICATION ACTIVITY:
Ugli Orange exercise

- Handout "Roland" and "Jones."
- Ask participants to resolve the conflict.
- See curriculum notes for further explanation.

B. DISCUSS:

- What kinds of conflicts are there like this at Current?
- What causes these conflicts? The Ugli Orange conflict?
- What are the effects if these conflicts go unresolved?
- What would happen if the Ugli Orange conflict went unresolved?
- *Stress the importance of resolving conflict and the ability to use the following skills effectively!*

III. Resolving Conflicts

A. DISCUSS:

- "Managing conflict" handout - Putting the conflict into perspective
- Identify, clarify, and define the conflict
- What is your role?
- Analyze the role of the other person
  "Many people do not seem to realize..."
  "Deadly assumptions"
  "My green thumb..."

- APPLICATION ACTIVITY:
  Other person's point of view exercise
  - Review instructions or handout instructions.
  - In pairs, ask participants to discuss a conflict from the other person's point of view - NOT their own. They can either use the Ugli Orange exercise or a conflict of their own.

III. Resolving Conflicts Continued

B. APPLICATION ACTIVITY:
Choose style: Thomas-Kilmann Conflict Mode Instrument

- Handout the "Conflict mode instrument."
- Ask participants to fill out quickly.
- Score the instrument.
- Discuss "Conflict styles packet" handout.

C. DISCUSS:
Engage in a dialogue

- Confront in positive way
- Ask for other person's point of view and share yours
- "Avoid roadblocks" overhead

- APPLICATION ACTIVITY:
  Practice using facilitation skills
- Ask participants to sit with a partner and practice their skills in the handout's various contexts.
- Listen to understand
- "Attack the issue NOT the person" overhead

D. DISCUSS:
Jointly develop objective/goal

E. DISCUSS:
Clarify perceptions

- "I know you believe..." overhead

F. DISCUSS:
Brainstorm options

G. DISCUSS:
Redefine/Review expectations

H. DISCUSS:
Agree on what each person will do

IV. Conflict Resolution Practice (5 min.)

A. *Optional* ACTIVITY:
Conflict resolution practice

- Divide the class into 2 groups, and have each take a side on either the Ugli Orange (if they haven't already resolved this) or one of the conflicts they came up with.
- Ask participants to use the guidelines to try to come to a resolution of the conflict.

B. ACTION

- Write down two things you will concentrate on to help resolve your next conflict.

V. Evaluations (5 min.)

- Journals

CURRICULUM NOTES

I. Review

Ask participants to review their action cards from last week. What did they try? What worked? What didn't? Why or why not?

II. Conflict at Work

IIA. APPLICATION ACTIVITY: This exercise is meant to simulate an in-class conflict--and often does!! Ask class to break into two groups for the Ugli Orange exercise. Give group #1 the handouts with "JONES" at the top and give group #2 the handouts with "ROLAND" at the top. Tell the class to read the handouts.

Do not tell the groups that they have different handouts. It is also important to keep the groups from reading each other's handouts. However, do not announce this unless it is to stop them from doing it. Most classes will not think to exchange handouts. In fact, many **assume they have the same one without asking. This can lead to an interesting discussion after the exercise about assumptions referring to session 2.

The lead in to this exercise can be done differently. One way is to simply tell the groups that they must decide among themselves who will buy the oranges. Another way is to play the part of Mr/Ms. Cardoza in a mock meeting and then tell them that you can't decide who to sell the oranges to, so they must decide. In any case, the goal is to get the two groups to resolve a conflict.

After about 15-20 minutes, bring the groups back into a large group and discuss the results. If they resolved the conflict, how? what worked? what didn't? how did they feel? If they were unable to resolve the conflict, which is often the case, why couldn't they? What could they have done to resolve the conflict?

**PLEASE NOTE: The conflict can be resolved--actually there really isn't a conflict. Jones needs the juice and Roland needs the rind. This can be brought up in the discussion of identifying the problem--the first step to managing conflict. Ask participants if they can identify the conflict. Often, they say that the conflict is that both parties need the oranges. Then ask the participants if they are absolutely sure that there really is a conflict. Usually, they will say "yes." Discuss assuming that there is a conflict and acting on that assumption versus identifying, clarifying, and defining the conflict.

II. Conflict at Work Continued:

Also, notice how the information about the opponent is limited on each handout. Discuss the fact that often the information we receive is not adequate and may not be accurate--that is why we must analyze the role of the other person and examine the conflict from the other person's point of view. This often requires asking questions to get accurate information. This also illustrates the importance of clarifying perceptions.

Use the illustration of this conflict throughout the managing conflict process. Did the groups put the conflict into perspective? Choose a style? Engage in a dialogue? etc... What steps could they have done better?

III. Resolving Conflicts

IIIA. DISCUSSION OF HANDOUT/QUOTES: This section discusses the first steps in trying to resolve a conflict: putting it into perspective. Discuss the importance of identifying, clarifying, and defining the conflict. Often, people spend time and energy arguing over a conflict that isn't really a conflict. The first step is determining if there is in fact a conflict. Refer to the Ugli Orange exercise (see above). Review quote and deadly assumptions while discussing how easy it is to assume that there is a conflict, especially when we often go running into battle with our own agenda. Ask a participant to read the next quote and discuss the difficulty of determining the other person's point of view. This leads the following practice exercise.

**APPLICATION ACTIVITY: Ask participants to work in pairs to describe the other person's point of view in a conflict. This conflict can either be the Ugli Orange exercise or preferably, a conflict they are experiencing at work. This is much harder than it seems, so participants must often be kept on track. Give instructions either on an overhead, flip chart, or handout. Reinforce the importance and difficulty of this step in the process. This exercise not only illustrates the difficulty of stepping into the other person's point of view, but also is an exercise in stretching participant's thinking through practice.

IIIB. APPLICATION ACTIVITY AND DISCUSSION: Participants take and discuss the Thomas-Kilmann Conflict Mode Instrument. This exercise and discussion is meant to reinforce the "choose style" step of the "Managing conflict" handout.

III. Resolving Conflicts Continued:

Ask participants to choose the scenario that they would prefer (A or B). Stress that they should work quickly and not over-analyze each situation. Students should score and plot their scores on the back pages of the instrument. The highest scores are participants' *preferred* styles of dealing with conflicts.

Discuss the differences between the five modes: competing, avoiding, accommodating, compromising, and collaborating. Handout the "Conflict styles packet" and discuss when it is useful to use each of the styles and when it can be harmful. Stress the importance of the ability to use different styles depending on each conflict situation.

IIIC. DISCUSSION OF HANDOUT: Refer back to the "Managing conflict" handout.

This discussion revolves around the various guidelines participants can use to engage in a dialogue in trying to resolve a conflict. First, discuss the importance of confronting in a positive rather than negative way. Second, review the importance of asking for the other person's point of view and sharing your own.

Third, refer to the "Roadblocks" overhead and help participants identify the various roadblocks to effective communication during a conflict. Discuss why each would be a roadblock to effective communication, and ask participants to give examples of the different roadblocks as they would be used in conversation.

**APPLICATION ACTIVITY: Participants practice their facilitation skills in different scenarios. Introduce participants to the facilitation skills using the overheads. Ask for volunteers to try the examples on overhead. After they feel comfortable, hand out the facilitation skills scenarios. Ask participants to sit with a partner and practice their skills using scenarios from the handout. Another possibility is to continue this exercise using scenarios that are happening in their own work areas.

Next, review the importance of listening skills referring to the skills learned in the second session.

III. Resolving Conflicts Continued:

Last, reinforce that it is the participants' responsibility to keep the conflict issue-oriented. Stress that the issue should be discussed NOT the person. It is also beneficial to acknowledge that the other person may try to bring the conflict down to the personal level, but it is up to them to keep the conversation focused on the issue no matter what the other person does.

IV. Conflict Resolution Practice

IVB. ACTION: Ask participants to write down two things they will concentrate on to help resolve their next conflict. Participants are asked to discuss what they tried during a review in the next session.

NOTE: It is important to be flexible with this curriculum--times are written, but NOT in stone! Please take the times as suggestions and remember that they do not include the optional exercises that are added. Often, due to the discussion time that varies with every class, everything cannot be covered in a two-hour time session. Adjust the curriculum according to each class' needs.

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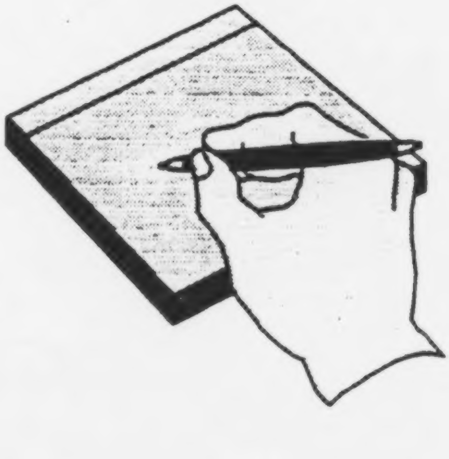
WRITE

Think about a time when you were in a conflict. Describe the situation. How did you try to resolve the conflict? What seemed to make things better? What seemed to make things worse? What can you do differently the next time a similar conflict occurs?



Ugli Orange

JONES

You are Dr. John W. Jones, a biological research scientist employed by a pharmaceutical firm. You have recently developed a synthetic chemical useful for curing and preventing Rudosen. Rudosen is a disease contracted by pregnant women. If not caught in the first four weeks of pregnancy, the disease causes serious brain, eye, and ear damage to the unborn child. Recently there has been an outbreak of Rudosen in your state, and several thousand women have contracted the disease. You have found, with volunteer patients, that your recently developed synthetic serum cures Rudosen in its early stages. Unfortunately, the serum is made from the juice of the Ugli orange, which is a very rare fruit. Only a small quantity (approximately 4,000) of these oranges were produced last season. No additional Ugli oranges will be available until next season, which will be too late to cure the present Rudosen victims.

You've demonstrated that your synthetic serum is in no way harmful to pregnant women. Consequently, there are no side effects. The Food and Drug Administration has approved of the production and distribution of the serum as a cure for Rudosen. Unfortunately, the present outbreak was unexpected, and your firm had not planned on having the compound serum available for six months. Your firm holds the patent on the synthetic serum, and it is expected to be a highly profitable product when it is generally available to the public.

You have recently been informed on good evidence that Mr. R. H. Cardoza, a South American fruit exporter, is in possession of 3,000 Ugli oranges in good condition. If you could obtain all 3,000, you would be able to both cure present victims and provide sufficient inoculation for the remaining pregnant women in the state. No other state currently has a Rudosen threat.

You have recently been informed that Dr. P. W. Roland is also urgently seeking Ugli oranges and is also aware of Mr. Cardoza's possession of the 3,000 available. Dr. Roland is employed by a competing pharmaceutical firm. He has been working on biological warfare research for the past several years. There is a great deal of industrial espionage in the pharmaceutical industry. Over the past several years, Dr. Roland's firm and yours have sued each other for infringement of patent rights and espionage law violations several times.

You've been authorized by your firm to approach Mr. Cardoza to purchase 3,000 Ugli oranges. You have been told he will sell them to the highest bidder. Your firm has authorized you to bid as high as $250,000 to obtain the 3,000 available oranges.

ROLAND

You are Dr. P. W. Roland. You work as a research biologist for a pharmaceutical firm. The firm is under contract with the government to do research on methods to combat enemy uses of biological warfare.

Recently several World War II experimental nerve gas bombs were moved from the United States to a small island just off the U.S. coast in the Pacific. In the process of transporting them, two of the bombs developed a leak. The leak is presently controlled by government scientists, who believe that the gas will permeate the bomb chambers within two weeks. They know of no method of preventing the gas from getting into the atmosphere and spreading to other islands, and very likely to the West Coast as well. If this occurs, it is likely that several thousand people will incur serious brain damage or die.

You've developed a synthetic vapor that will neutralize the nerve gas if it is injected into the bomb chamber before the gas leaks out. The vapor is made with a chemical taken from the rind of the Ugli orange, a very rare fruit. Unfortunately, only 4,000 of these oranges were produced this season.

You've been informed on good evidence, that a Mr. R. H. Cardoza, a fruit exporter in South America, is in possession of 3,000 Ugli oranges. The chemicals from all 3,000 oranges would be sufficient to neutralize the gas if the serum is developed and injected efficiently.

You have also been informed that Dr. J. W. Jones is also urgently seeking purchase of Ugli oranges, and he is aware of Mr. Cardoza's possession of the 3,000 available. Dr. Jones works for a firm with which your firm is highly competitive. There is a great deal of industrial espionage in the pharmaceutical industry. Over the years, your firm and Dr. Jones's have sued each other for violations of industrial espionage laws and infringement of patent rights several times. Litigation on two suits is still in process.

The federal government has asked your firm for assistance. You've been authorized by your firm to approach Mr. Cardoza to purchase 3,000 Ugli oranges. You have been told he will sell them to the highest bidder. Your firm has authorized you to bid as high as $250,000 to obtain the oranges.

Common Causes of Conflict

- Perceptions
- Organizational pressures
- Personal preferences
- Personal pressures
- Organizational changes
- Personal values

Effects of unresolved conflict on productivity and relationships

- Poor or ineffective communication
- Low morale
- Increased absenteeism
- Reduced productivity
- Lack of cooperation and collaboration
- Confrontations and complaints
- Exclusion from social activities
- Limited interaction between certain workers
- Criticism
- Avoidance

Managing Conflict

- ✓ Put the conflict into perspective
  - ➢ Identify, clarify, and define conflict
  - ➢ What is your role?
  - ➢ Examine the conflict from the other person's point of view
- ✓ Choose a style
- ✓ Engage in a dialogue
  - ➢ Confront in a positive way
  - ➢ Ask for the other person's point of view and share your point of view
  - ➢ Avoid roadblocks
  - ➢ use facilitation skills
  - ➢ Listen to understand
  - ➢ Attack the issue and NOT the person
- ✓ Jointly develop an objective/goal
- ✓ Clarify perceptions
- ✓ Brainstorm options/alternatives
- ✓ Review/Redefine expectations
- ✓ Agree on what each person will do to resolve the conflict

ATTACK THE ISSUE
NOT
THE PERSON

My green thumb came only as a result of the mistakes I made while learning to see things from the plants point of view.

➡ *Will Rogers*

OTHER'S POINT OF VIEW

Participants find a partner--one becomes "A," the other "B."

1. "A" thinks of a conflict (now or in past).
2. Explain basics to your partner from your point of view.
3. Explain why you feel the way you do.
4. What is your position?
5. Why does that position make sense to you?
6. What are the advantages (to you) to holding your position?
7. What do you like and dislike about your position?
8. What do you really want?

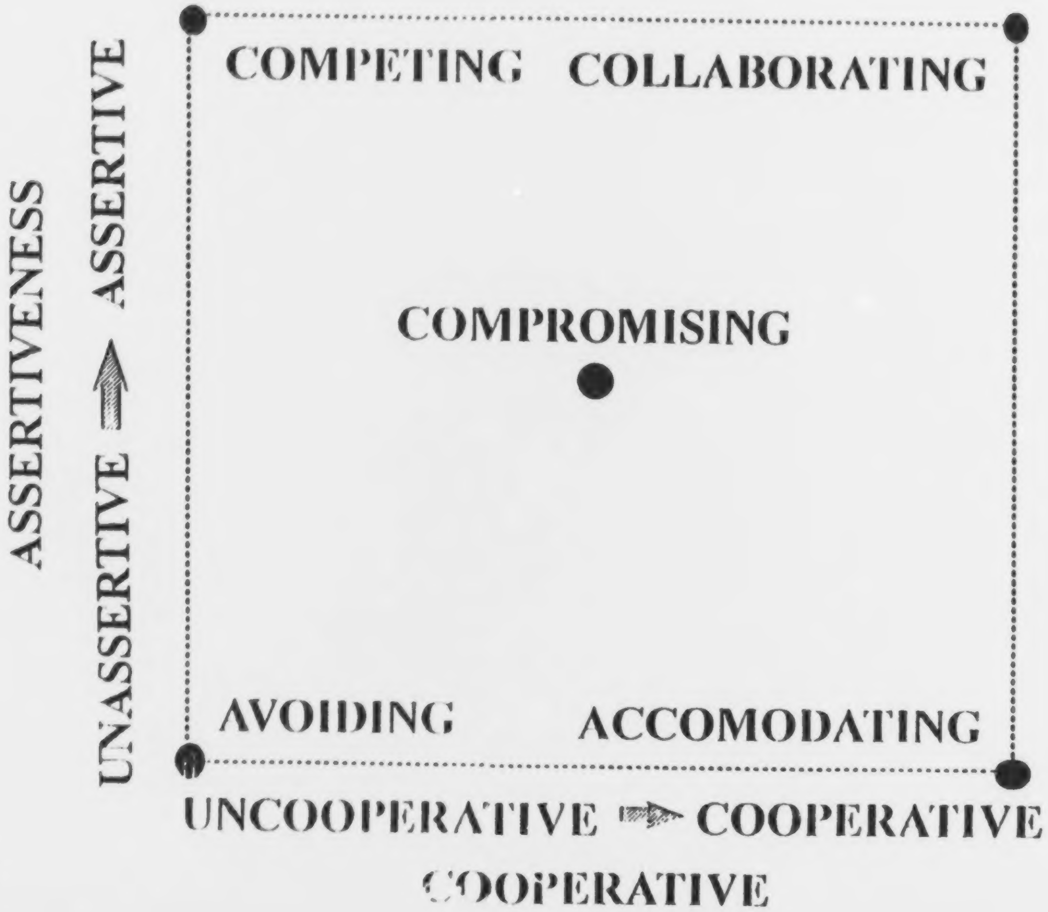
NOW...

9. Go through steps 2-8 but, take the other person's (the person you are in conflict with) position.

PARTNER "B" LISTENS AND ASKS CLARIFYING QUESTIONS.

10. Now switch roles and Person "B" explains a conflict, going through same process (Steps 1-9).

Major Styles of Coping With Conflict



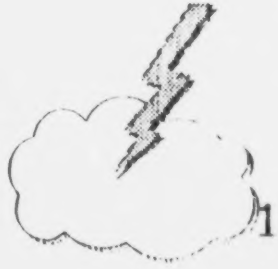
COMPETING
COLLABORATING

COMPROMISING

AVOIDING
ACCOMODATING

UNASSERTIVE → ASSERTIVE
ASSERTIVENESS

UNCOOPERATIVE → COOPERATIVE
COOPERATIVE



COMPETING

CHARACTERISTICS

- ★ Aggressive and uncooperative behavior
- ★ Pursuing one's own concerns at the expense of another
- ★ Win-lose
- ★ Conflict seen as a battleground

USEFUL WHEN

- ★ Quick, decisive action is required (emergency)
- ★ Best performance is rewarded (sports)
- ★ Relationship is secondary to the goal

HARMFUL WHEN

- ★ Relationships are damaged
- ★ Other party goes "underground"
- ★ Options become limited

AVOIDING

CHARACTERISTICS

- ★ Passive, sometimes passive-aggressive, behavior
- ★ Refusing to engage openly in the conflict
- ★ Sidestepping the issue or withdrawing

USEFUL WHEN

- ★ Time is needed to consider one's response
- ★ The issue is relatively unimportant
- ★ The relationship is doomed anyway
- ★ Others can manage the conflict without you
- ★ Engaging in the conflict could be harmful

HARMFUL WHEN

- ★ The conflict continues to simmer under the surface
- ★ An explosion or backlash develops later

- ★ Options for resolving the conflict are blocked

ACCOMMODATING

CHARACTERISTICS

- ★ Nonassertive and exclusively cooperative behavior
- ★ Giving up own concerns to satisfy another
- ★ Succumbing to pressures

USEFUL WHEN

- ★ You have discovered you are wrong
- ★ The issue is not important to you
- ★ Harmony is more important than the issue
- ★ It protects you from harm

HARMFUL WHEN

- ★ Your own needs go continually unmet
- ★ Resentment builds up

COLLABORATING

CHARACTERISTICS

- ★ Assertive and cooperative behavior
- ★ Parties work together to find solutions that maximize goals for all
- ★ "We" perspective, not "you and I"

USEFUL WHEN

- ★ Seeking a solution that meets everyone's needs
- ★ Generating new ideas
- ★ Gaining commitment to the solution
- ★ Affirming commitment to the relationship
- ★ Building a team approach

HARMFUL WHEN

- ★ Time and energy are limited
- ★ Investment in the relationship or issue is low

COMPROMISING

CHARACTERISTICS

- ★ Equalizes the power balance
- ★ Appears reasonable
- ★ Parties split the difference

USEFUL WHEN

- ★ Time and energy are limited
- ★ Temporary or expedient settlements are acceptable
- ★ Other conflict resolution styles fail

HARMFUL WHEN

- ★ The real issues are avoided
- ★ Creative new options get blocked
- ★ Both parties feel they have lost

Roadblocks

- ◆ Ordering, directing, commanding
- ◆ Warning, threatening
- ◆ Judging, criticizing, blaming
- ◆ Name-calling, ridiculing
- ◆ Interrogating, probing
- ◆ Lecturing, preaching, moralizing
- ◆ Analyzing, diagnosing

Facilitation Skills

- “I” versus “you” language
- Anticipate mood, situation, or response
- Appeal to the person’s self-interest
  What’s in it for me?

“I” Message

- ➢ One of your co-workers is involved in personal “chit-chat” when there is much work to be done. You say . . .
- ✓ When you *(describe the behavior)*
- ✓ it causes *(describe situation that results)*
- ✓ and I feel *(state your emotion)*
- ✓ I would prefer *(describe behavior you would like to see)*

Anticipation

- On a number of occasions your supervisor has criticized your work and not given you any feedback on how to improve. You want to do a better job. You say . . .

✓ *(address supervisor's anticipated concerns)*

✓ *(state your needs or desires)*

FACILITATION SKILLS EXERCISE

PLEASE READ THE FOLLOWING SCENARIOS TO YOUR PARTNER, AND THEN COMPLETE EACH STATEMENT ALOUD.

1. A co-worker is frequently late for work. This causes problems because there often is information you need to share before you get going with your own busy workday.

"I" MESSAGE:

When you *(describe behavior)*______________________________
it causes *(describe the situation that results)*______________________________
and I feel *(state your emotion)*______________________________
I would prefer *(describe new behavior you would like to see)*______________________________

2. You've been learning a new complicated change to your work and have been relying alot on one particular co-worker to coach you through it. The last time you asked for some help, you promised it would be the very last time you would have to "bug" that person. A short while later you run into a problem and need help again. You say:

"ANTICIPATION"

*(address your co-worker's anticipated concerns first)*______________________________
*(state what you need)*______________________________

4. You have an idea for a process improvement that you think would greatly improve the effectiveness of your area. However, your manager and co-workers are under incredible pressure right now, and no one seems to have a minute to spare. You say to your manager:

"SELF-INTEREST"

*(describe an outcome that would benefit your manager)*______________________________
*(describe your idea)*______________________________

FACILITATION SKILLS (A) cont.

5. Your manager waits until the last minute to give you work, and then expects you to finish it in record time. S/he gives you another "rush, rush" job. You know it will take at least two hours to complete, but you are asked to "have it ready in one hour because I need it for a meeting." You say:

" I MESSAGE"

When you *(describe the behavior)*______________________________
it causes *(describe the situation that results)*______________________________
and I feel *(describe your emotion)*______________________________

People's minds are changed through observation and not through argument

-Will Rogers

WORKPLACE COMMUNICATION: Meaningful Messages

SESSION V

> *"I actually talked to my boss about my pay grade and how I felt it should be raised and it was within a week!"*
>
> \- Communication Student

Rationale:

"The ability to express an idea is well nigh as important as the idea itself."

-Bernard Baruch

In any communication situation, odds of having a "meeting of the minds" are greatly increased if the communicator has the ability to get his or her thoughts and ideas across in an organized and clear fashion. This session focuses on how to get ideas across to one or one hundred people. Skills learned in this session can be applied to one-on-one discussions with a supervisor as well as to presentations of any sort.

Learning Intentions:

- Participants will recognize the importance of expressing their ideas in an organized and clear fashion.
- Participants will identify and discuss barriers to expressing their ideas effectively.
- Participants will practice expressing their ideas using guidelines and planners.
- Participants will recognize the importance of non-verbal communication and analyze the interpretation of different non-verbal cues.
- Participants will discuss guidelines for impromptu speaking and practice their skills at speaking "off the cuff" on various workplace related issues.

Curriculum Notes:

- Curriculum notes and references follow this course outline.

Course Outline:

I. Review (15 min.)

- Action cards

II. Expressing Your Ideas: Planning (35 min.)

A. DISCUSS:

- "The thinking human being..." overhead
- "The ability to express an idea..." overhead

B. WRITE:

- Think about a time when you had to express an idea to someone else. Describe the experience. Was it easy or difficult? Why? Were there any barriers to effectively getting your idea across? If so, what were they?

C. DISCUSS:

- "Expressing your ideas" overhead
- Why should each of these steps be taken?
- "Expressing your ideas" handout
- How should these steps be taken?

D. APPLICATION ACTIVITY:

- Ask participants to think of an idea they have been meaning to express and fill out the "Expressing your ideas" planner.

III. Expressing Your Ideas: Delivery (30 min.)

A. DISCUSS:

- Ask participants to give % for words, voice, and nonverbal.
- Present "Amazing findings" overhead.
- Discuss the significance of these findings for communication at work.

III. Expressing Your Ideas: Delivery

B. DISCUSS:

- Ask participants to listen between the lines when viewing the following overhead. Ask participants the following questions:
- How would you describe this person's attitude? What tone of voice would you expect this person to use? Would you expect this person to be a good or a bad listener? Why have you reached these conclusions--what clues did you get from the person's nonverbal communication?
- Picture 1 overhead
- Picture 2 overhead
- Picture 3 overhead

C. DISCUSS:
Tips for delivering your idea

- "Your body speaks" handout
- "Eye contact" handout
- "Language" handout
- "Your voice" handout
- Cartoon overhead
- "Non-verbal communication" summary handout

IV. Expressing Your Ideas: Practice (35 min.)

A. APPLICATION ACTIVITY:
Expressing ideas practice

- Ask participants to practice expressing their ideas using the planners they filled out earlier. Participants can practice in pairs or in whole group depending on class size.

B. DISCUSS:

- "Speaking impromptu" handout

C. *Optional* ACTIVITY:

- Impromptu speaking practice

IV. Expressing Your Ideas: Practice

D. ACTION:

- Plan to express your idea this week! What do you want to concentrate on when you express this idea? How will you do it? When will you do it? To whom?

E. DISCUSS:
- Toastmasters
- Cartoon

V. Evaluations (5 min.)

- Journals

CURRICULUM NOTES:

I. Review

Ask participants to review their action cards from last week. Did anyone encounter any conflict situations? What did they try? What worked? What didn't?

II. Expressing Your Ideas: Planning

IIA. DISCUSSION OF QUOTES: The first two quotes should be used to reinforce the importance of being able to express one's ideas.

IIB. WRITE: This writing exercise provides a bridge to the discussion of participants' experiences in expressing their ideas. Through sharing and discussion, participants are able to share ideas and see that others may have similar difficulties in expressing their ideas.

IIC. DISCUSSION OF HANDOUTS: Use the overhead outline for expressing ideas to discuss *why* these steps are helpful and important. Then give the participants the handout for *how* to express their ideas following these guidelines. Ask participants to read the examples provided for each step and give an example of their own.

IID. APPLICATION ACTIVITY: Ask participants to think of an idea they have been meaning to express to someone else. Let them know that they should choose an idea that they really will express once they have practiced. Help them fill out the "Expressing your ideas" planner. Once they have finished, ask them to set it aside for later.

III. Expression of Your Ideas: Delivery

IIIC. DISCUSSION OF HANDOUTS: These handouts provide practical tips for delivering ideas to 1 or 100 people. These skills enhance the speaker's credibility whether it is interpersonal communication or public speaking.

IV. Expressing Your Ideas: Practice

IVA. APPLICATION ACTIVITY: Ask participants to express their ideas! Encourage them to use their planners, but to refrain from reading directly off of them. Practice and rehearsal time is optional. This exercise can be conducted similar to a public speaking class in which each participant stands up in front of the class or participants can remain seated (this is less threatening). This exercise can also be done in pairs. A feedback session is also an option.

IVC. ***Optional*** **ACTIVITY:** This exercise gives participants a chance to practice expressing their ideas "off the cuff" or impromptu. Prepare workplace related topics prior to class and then offer participants the opportunity to polish their speaking skills. This can be done in various ways. Participants can volunteer to get up and stand in front of the class, participants can remain at their seat but answer each topic individually, or a round-table discussion wit the instructor as facilitator can simulate a team meeting in which members must respond to different ideas. Encourage participants to take a few seconds to organize their thoughts before they begin speaking--this is really the key in impromptu speaking.

IVE. DISCUSSION OF HANDOUT: Cut out meeting times and dates for Toastmasters, Int'l in the local area. Tell participants a little about Toastmasters and the functions of the club. Stress that skills at expressing one's ideas can be developed by joining a Toastmasters club and practicing them!

IVD. ACTION: Ask participants to write an implementation plan for expressing their ideas. Use the action index cards to write down how they will express their idea, when, to whom, and what they want to concentrate on when expressing the idea. Participants are asked to discuss how they did during a review in the next session.

NOTE: It is important to be flexible with this curriculum--times are written, but NOT in stone! Please take the times as suggestions and remember that they do not include the optional exercises that are added. Often, due to the discussion time that varies with every class, everything cannot be covered in a two-hour time session. Adjust the curriculum according to each class' needs.

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THE THINKING HUMAN
BEING
NOT ABLE TO EXPRESS
HIMSELF
STANDS AT THE SAME
LEVEL
AS THOSE WHO CANNOT
THINK.

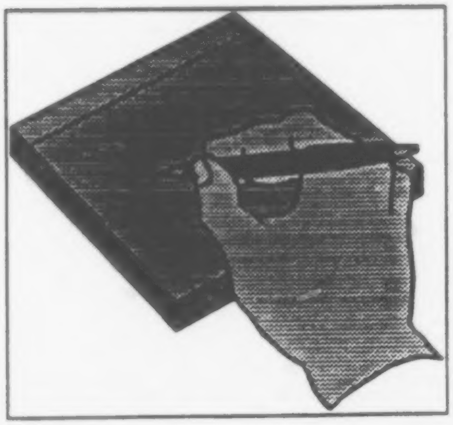
-PERICLES

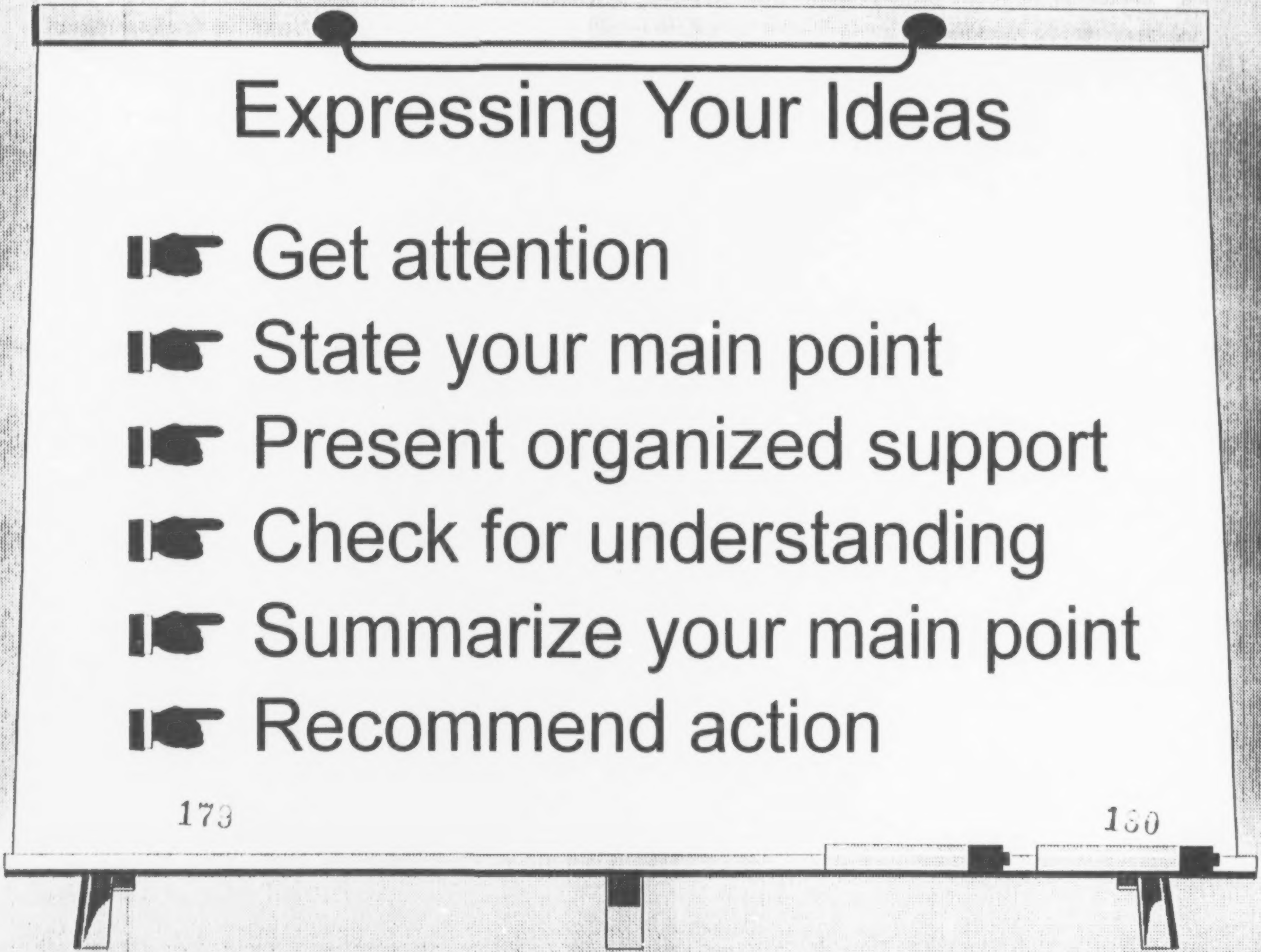
"THE ABILITY TO
EXPRESS AN IDEA IS
WELL NIGH AS
IMPORTANT AS THE
IDEA ITSELF"

-Bernard Baruch

WRITE

Think about a time when you had to express an idea to someone else. Describe the experience. Was it easy or difficult? Why? Were there any barriers to effectively getting your idea across? If so, what were they?





Expressing Your Ideas

- ☞ Get attention
- ☞ State your main point
- ☞ Present organized support
- ☞ Check for understanding
- ☞ Summarize your main point
- ☞ Recommend action

Expressing Your Ideas

✓ Get attention

- ➢ How? Begin by saying something you know will get their undivided attention. Remember: People give their attention to things that are important to them.
  - ❶ *"I've got an idea that could save us six or seven hours a week."*
  - ❷ *"I can show you how to save more money."*

✓ State your main point

- ➢ How? Clearly state the point you want the listener to remember.
  - ❶ *"I'd like to see a meeting at the beginning of each shift."*
  - ❷ *"The number of customer complaints has gone down since..."*

✓ Present organized support

- ➢ How? What specific information will support what you are trying to say? What facts, examples, statistics will help your listener understand and agree with you?
  - ❶ *"8 out of 10 people in the department are stating that instructions are not being communicated clearly enough."*
  - ❷ *"April results show that customer calls are down by 15%. That is the month we implemented..."*

✓ Check for understanding and reactions

- ➢ How? Ask open or closed-ended questions to determine if the listener understood you or may need more information.
  - ❶ *"What do you think about this proposal for brief meetings?*
  - ❷ *"Do you understand how the new system relates to the decrease in customer calls?"*

✓ Summarize your main point

- ➢ How? Briefly summarize your main points. Be clear and concise.
  - ❶ *"As I said, meetings should be held at the beginning of each shift to explain instructions more thoroughly."*
  - ❷ *"In summary, the new system we have implemented has greatly decreased customer calls."*

✓ Recommend action

- ➢ How? If action needs to be taken, the best approach is to recommend action in the form of a suggestion or proposal.
  - ❶ *"Based on these facts, I propose we begin holding brief meetings next week."*
  - ❷ *"On the basis of the results I've described, I would suggest that we continue to ..."*

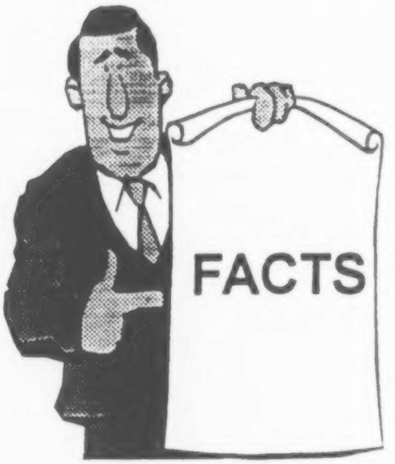
Expressing Your Ideas!

Think of a good idea you've been meaning to tell your co-workers or supervisor(s). Or, think of a way work could get done better in your area.

My idea is:____________________

1. How can I get the attention of my listeners?____________________
2. What is my basic point?____________________
3. What evidence can I use to support my point? (i.e. facts, statistics, examples)
4. How will I check for understanding and reactions? ____________________
5. How will I summarize my point?____________________
6. What action will I ask for or suggest?____________________

An Amazing Finding . . .

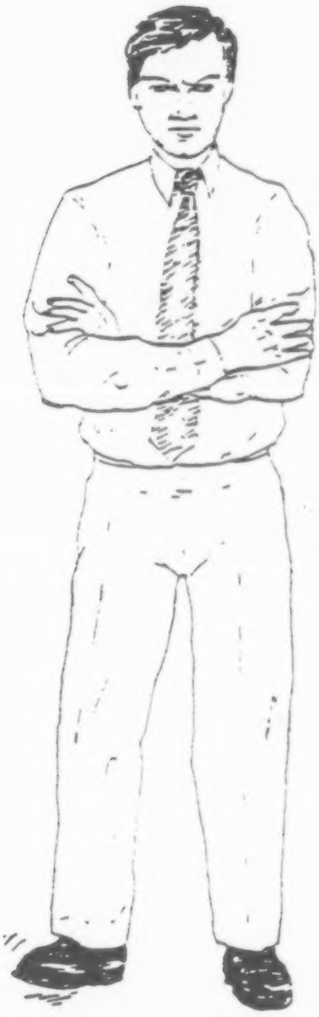


WORDS - 7%

VOICE - 38%

NONVERBAL - 55%

PICTURE 1



Source: 20 Training Workshops for Listening Skills

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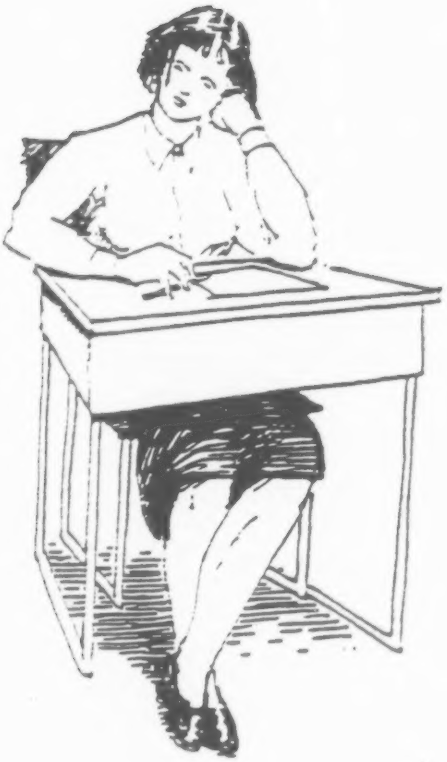
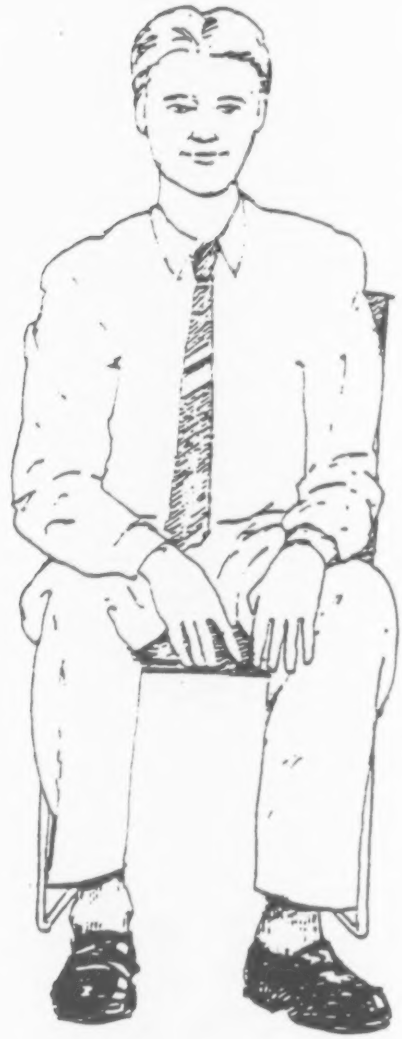
4.7

PICTURE 2



Source: 20 Training Workshops for Listening Skills

PICTURE 3



Source: 20 Training Workshops for Listening Skills

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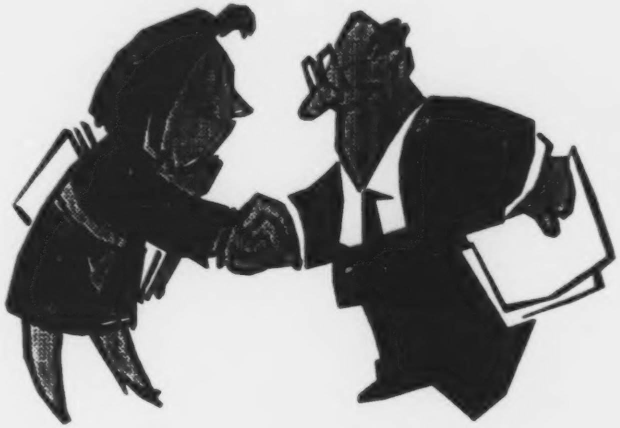
by Clare [illegible]

Your Body Speaks...

- Be natural, spontaneous, and conversational.
- Let your body mirror your feelings.
- Build self-confidence through preparation.
- Avoid distracting mannerisms.
- SMILE!!!

Eye Contact



- Eye contact is the cement that binds together the speaker and listener.
- Establish a personal bond with your listener(s).
- Monitor visual feedback.

Non-Verbal Communication

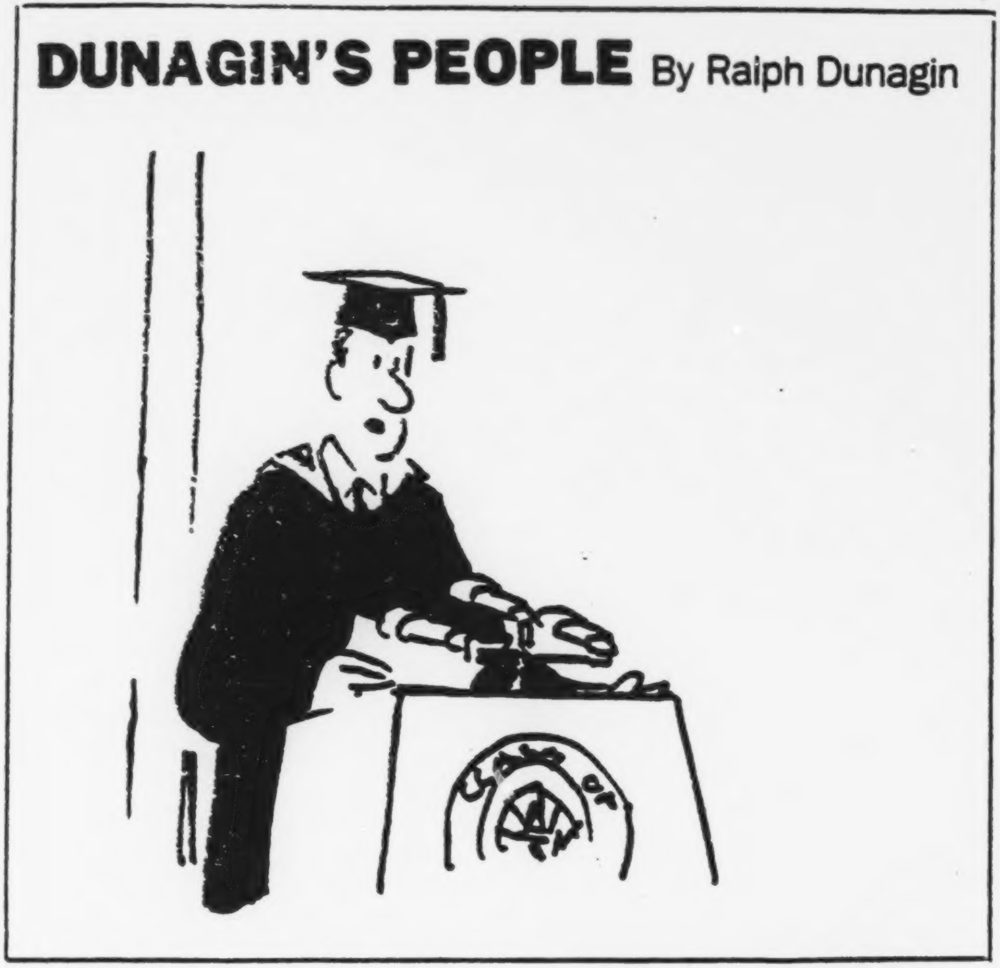
- Remember, people will believe your non-verbal messages over your verbal messages.
- To communicate effectively, make sure that your words and your behaviors match.

Language

- Clear
- Accurate
- Precise
- Vivid
- Appropriate

Your Voice

- Firm
- Clear
- Sincere
- Varied
- Avoid fillers

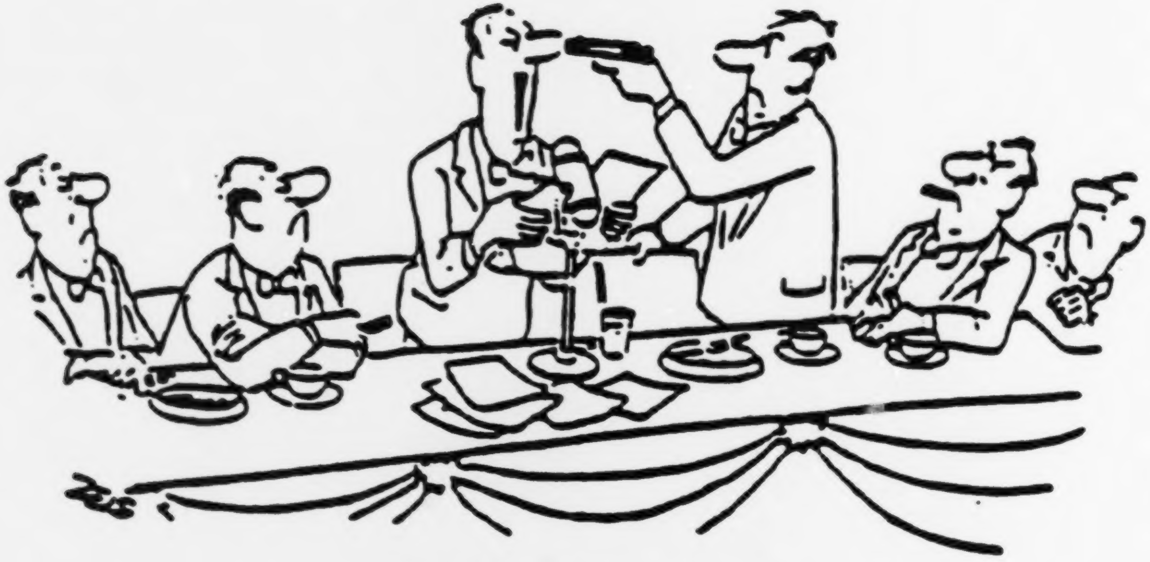

DUNAGIN'S PEOPLE By Ralph Dunagin

"YOU ARE, YOU KNOW, LIKE, THE LEADERS OF TOMORROW."

Source Unknown

SPEAKING IMPROMPTU

- Organize your thoughts
  - ⇨ Point
  - ⇨ Support
  - ⇨ Conclusion
- Never apologize
- Don't rush
- Use positive nonverbal communication
- Link remarks to previous comments
- Don't feign knowledge
- Be brief



"Well, I see my time is up . . ."

Source Unknown

WORKPLACE COMMUNICATION: Meaningful Messages

SESSION VI

> *"I think this class has helped me to view other people and to be positive. In being positive I feel that all my goals could and can be met."*
>
> - Communication Student

Rationale:

"Learning about another culture isn't just good manners--it's good business."

- Training and Development Journal

With the American melting pot growing more and more everyday, it is becoming increasingly important to understand other cultures. While we may all be "Americans," we have all been raised differently and much of what we think of as "normal" is actually a reflection of our cultural values, which have been passed down from generation to generation. Very often, conflicts that occur in the workplace are the result of cultural differences. This session explores the different types of cultures and subcultures that participants interact with on a daily basis and focuses on the difficulties of communicating between and among these cultures. The class stresses trying to see the situation from the other person's point of view, or culture, and keeping in mind that most people do have a rationale for doing things--we just have to find out what it is. More often than not, it all boils down to culture!

Learning Intentions:

- Participants will discuss definitions and implications of culture and cross-cultural communication.
- Participants will write about a cross-cultural misunderstanding they experienced in the workplace.
- Participants will recognize and discuss the barriers to effective cross-cultural communication.
- Participants will recognize some of their own cultural values as well as the values of other cultures or individuals and analyze how misunderstanding between cultures can occur.

Learning Intentions:

- Students will evaluate course content and identify three personal challenges to improve their communication skills at work.

Curriculum Notes:

- Curriculum notes and references follow this course outline.

Course Outline:

I. Review (20 min.)

- Action cards

II. Introduction to Cross-Cultural Communication (15 min.)

A. DISCUSS:

- "Today, after more than..." quote
- Ask participants how the global village/melting pot, MNC's, airplanes, etc. are affecting cross-cultural communication.
- Why has cross-cultural communication become so important?
- "Learning about another culture..." quote

B. DISCUSS:

- "What is culture?" overhead
- What is the connection between communication & culture? What cultures/subcultures are there?

C. WRITE:

- List 5 different cultures or subcultures that you interact with at work. Write about a cross-cultural misunderstanding you have experienced with a person from one of these cultures. Describe the misunderstanding. What went wrong? Why?

III. Barriers to Cross-Cultural Communication (60 min.)

A. DISCUSS:

- "Barriers to Cross-Cultural Communication" handout
- Refer to this handout throughout the following discussions.

III. Barriers to Cross-Cultural Communication Continued

B. DISCUSS:
Ethnocentrism

- "What I say is this..." quote
- Ask participants for examples of ethnocentrism.
  Examples? Hitler, British/English, Singapore, S. Africa, religion
  How does this affect communication between cultures?

C. APPLICATION ACTIVITY:
Stereotyping

- Handout "What comes to mind."
- In dyads, describe what you think about these different groups of people. What generalizations do you make? What words come to mind?
- Each pair shares what they wrote - are these stereotypes?
- How does this affect communication between cultures?
  What about stereotyping in the workplace?

D. DISCUSS:
Language differences

- Share examples with class: Ich bin ein Berliner, Nova in Spain,
  Coca Cola in China = Bite the wax tadpole
- Subcultures develop jargon that eventually becomes exclusive - computer-ese, military, lawyers, etc.

E. DISCUSS:
Nonverbals - Gestures can be just as different, just as regional and just as likely to cause misunderstanding as the spoken word.

- Share examples with the class and ask them for examples.
- Gestures: #1 in US/Germany, OK sign - France & Belgium
  "you're worth 0", Nodding head - doesn't always mean yes - Southern India
- Eye contact: US - looking straight in he eye = honesty
  Asian countries - considered aggressive & rude
- Proximity: distance, Seinfeld - close talker, US thumb in ear, US vs. Arab
- Time: US/Western have time hang-ups, Latin American, Hopi- each living thing has own time system
- How do these differences affect communication?

III. Barriers to Cross-Cultural Communication Continued

F. DISCUSS:
Violating Cultural Rules & Customs - Formal & Informal Rules

- What are rules from the 50's? 60's?
- Rules from other cultures?
- How does this affect communication between cultures?

G. *Optional* ACTIVITY:
Cultural Conditioning: Values auction

- What are our own values?
- Handout "Values auction."
- Refer to curriculum notes for further information.
- Handout "Values of different cultures."

H. *Optional* ACTIVITY:
Cross-Cultural Dialogues

- Discuss "Some points to remember..." overhead.
- Ask participants to get into pairs. Refer to *Cross-Cultural Dialogues* for actual dialogues and assign dialogues to each pair. Work with the pairs to identify the subtle culture in their communication. Review and discuss the answers as a class.
- Discuss "Cross-cultural dialogues summary.

I. DISCUSS:

- "Be on target" handout

J. ACTION:

- Ask participants to list three personal challenges to improve their communication skills at work. Refer to "Workplace communication overview" to refresh participants'''' memory.

IV. **Administrative Details** (25 minutes)

A. Presentation of Certificates
B. Daily Class Evaluations
C. Post-Assessments
D. Communication Class Evaluations
E. Instructor Evaluations

CURRICULUM NOTES:

I. Review

Ask participants to share how they expressed their ideas during the past week. What worked? What didn't? Why?

II. Introduction to Cross-Cultural Communication

IIA. DISCUSSION OF QUOTE: "Today, after more than a century..." It is important to establish in the beginning the reason cross-cultural communication has become increasingly important. With new technologies, we find ourselves with the capabilities to speak with people all over the world. With airplanes, there is not only more tourism, but more immigration as well. As such, the world has become a "global village," and the United States has become a larger melting pot of different cultures.

IIC. WRITE: This writing exercise gives participants the opportunity to reflect on the different cultures and subcultures they interact with at work. Many people do not seem to recognize that differences between co-workers may be due to culture. Before the writing exercise, it is important to discuss what culture is, along with what different types of subcultures exist. For example, one company may have three different sites--each of them with a culture of their own. Press the participants to look beyond the obvious (race, nation) to see the variety of cultures and subcultures that really exist.

III. Barriers to Cross-Cultural Communication

IIIB. DISCUSS QUOTE: After providing participants with the "Barriers to Cross-Cultural Communication" handout, discuss each of the barriers separately starting with ethnocentrism. Ask a participant to read the "What I say is this..." quote and then ask the for other examples of ethnocentrism. Provide an example to get them started. Some good examples are the Holocaust, how the British view the U.S., U.S. judging of Singapore's caning, white versus black politics in South Africa, etc.

IIIC. APPLICATION ACTIVITY: Give participants the "What comes to mind" handout and ask them to work in pairs or small groups to write down what comes to their minds when they think of these different types of people. Ask them to work quickly. After they have finished, ask participants to share what they wrote. Then explain that it is normal to stereotype. each of us have so much stimuli to take in, we must group it and categorize it in order to process it. This is okay until we meet someone from one of these categories and act based on our stereotypes. When we are faced with an individual from another culture, we must make the effort to not stereotype based on our

III. Barriers to Cross-Cultural Communication Continued

IIIC. APPLICATION ACTIVITY Continued: perceptions/generalizations of the particular culture. Explore whether or not the categorization/stereotype is true before acting. Do not to assume that everyone from a given culture is the same. Refer to concepts from the first and second classes (individual differences and perceptions).

IIID through IIIF: DISCUSS HANDOUT: Refer to the "Barriers to Cross-Cultural Communication" handout previously distributed and discuss with the class all of the cultural differences in these areas. Share examples with them and ask them for examples.

IIIG. *Optional* ACTIVITY: Values auction. This exercise helps participants to identify their own cultural values. Participants will be able to see that we all value things differently. While one person may spend $5000 to buy a particular value, that same value may be worth far less to someone else.

To conduct the exercise, tell participants that they each have $5000 to buy the values. They are only allowed to bid in increments of $100 and each bid must be between $100 and $500 dollars. After the auction, facilitate a discussion on why individuals bought certain values. Why did they spend the money that they did? Reinforce individual differences.

IIIH. *Optional* ACTIVITY: Cross-Cultural Dialogues. First, discuss the "Some points to remember..." overhead. After the previous stereotyping exercise, it is important to stress that this exercise makes generalities and may not be true about individuals. The cultural differences are, in some instances, very subtle. As such, this exercise may be difficult for certain classes and participants may need assistance. To conduct the exercise, ask participants to find a partner to work with in identifying the subtle culture in the communication situation. Wrap up the exercise with the "Cross-cultural dialogues summary" overhead.

III I. DISCUSS HANDOUT: Give participants the "~~Be on~~ target" handout and discuss the ways in which they can improve their cross-cultural communication. Tie these concepts back into the previous sessions to provide closure.

IIIJ. ACTION: Ask participants to list three personal challenges to improve their communication skills at work. Refer to the "Workplace Communication Overview" overhead to refresh their memory on what skills were practiced in class.

Currciulum Notes:

NOTE: It is important to be flexible with this curriculum--times are written, but NOT in stone! Please take the times as suggestions and remember that they do not include the optional exercises that are added. Often, due to the discussion time that varies with every class, everything cannot be covered in a two-hour time session. Adjust the curriculum according to each class' needs.

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WORKPLACE LEARNING PROGRAM
PARTICIPANT EVALUATION
CURRENT AND PIKES PEAK COMMUNITY COLLEGE

Please answer the questions which follow. Your responses will help us in making improvements in the course.

1. How would you rate the content of this course?

Too Difficult		Just Right		Too Easy
5	4	3	2	1

2. How would you rate the quality of the instruction materials?

Very Interesting		Somewhat Interesting		Uninteresting
5	4	3	2	1

3. How useful was the course in helping you on the job?

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

4. Overall, how satisfied were you with the course?

Very Satisfied		Somewhat Satisfied		Very Dissatisfied
5	4	3	2	1

5. What did you like the best about this course?________________

6. What could have been done to improve the effectiveness of the course?________________

7. How would you rate the quality of the instructional materials?

8. Would you like additional time spent on this subject? Yes_______ No_______ If yes, what specific subjects?________________

9. In what specific ways has this course helped you to do your job better?________________

10. How has this course helped meet goals you set before taking it?

11. Would you recommend this course to a co-worker? Yes______No_____
Why or Why not?

12. Do you feel more confident about your learning abilities because of this class?

13. Will what you learned in class make a positive, noticeable difference in your outside interests?

WORKPLACE LEARNING PROGRAM
INSTRUCTOR EVALUATION
CURRENT AND PIKES PEAK COMMUNITY COLLEGE

Please check one response to each question.	Excellent	Very Good	Satisfactory	Needs Improvement	Poor
1. The instructor is organized in his/her teaching of this class.					
2. The instructor projects warmth, friendliness and enthusiasm in his/her presentation.					
3. The instructor returns tests and assignments within one class session.					
4. The instructor encourages student participation in class.					
5. The instructor reacts in a positive manner to students' questions and responses.					
6. The instructor is willing to give individual help when you request it.					
7. The instructor clearly communicates how the course is related to your learning needs.					
8. The instructor is skilled and knowledgeable in the material.					
9. You feel comfortable with asking your instructor to teach what you feel is important to your learning needs.					
10. By reviewing your portfolio, you are familiar with the changes in your own learning.					

What comments do you have that will help in the design of future courses?

STUDENT EVALUATION

Post-Evaluation

Name:____ **Date:**__________

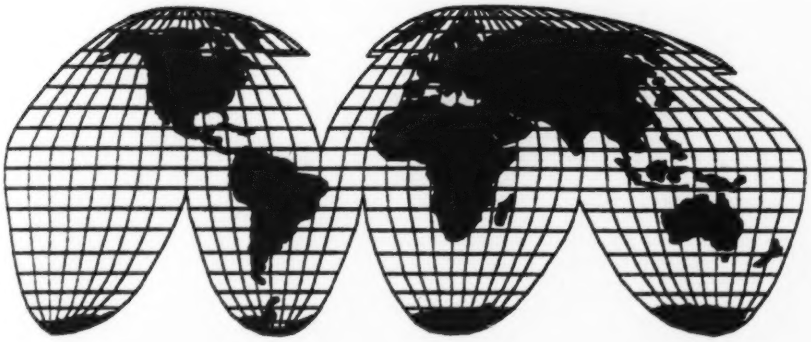
Course:______________________________ **Instructor:**_______________

GOALS	1 20%	2 40%	3 60%	4 80%	5 100%
I improved my goal in communication.					
I improved my goal in productivity.					
I improved my goal to increase my work attendance.					
I improved my goal to increase my self-esteem.					

Today, after more than a century of electric technology, we have extended our central nervous system itself in a global embrace, abolishing both space and time as far as our planet is concerned.

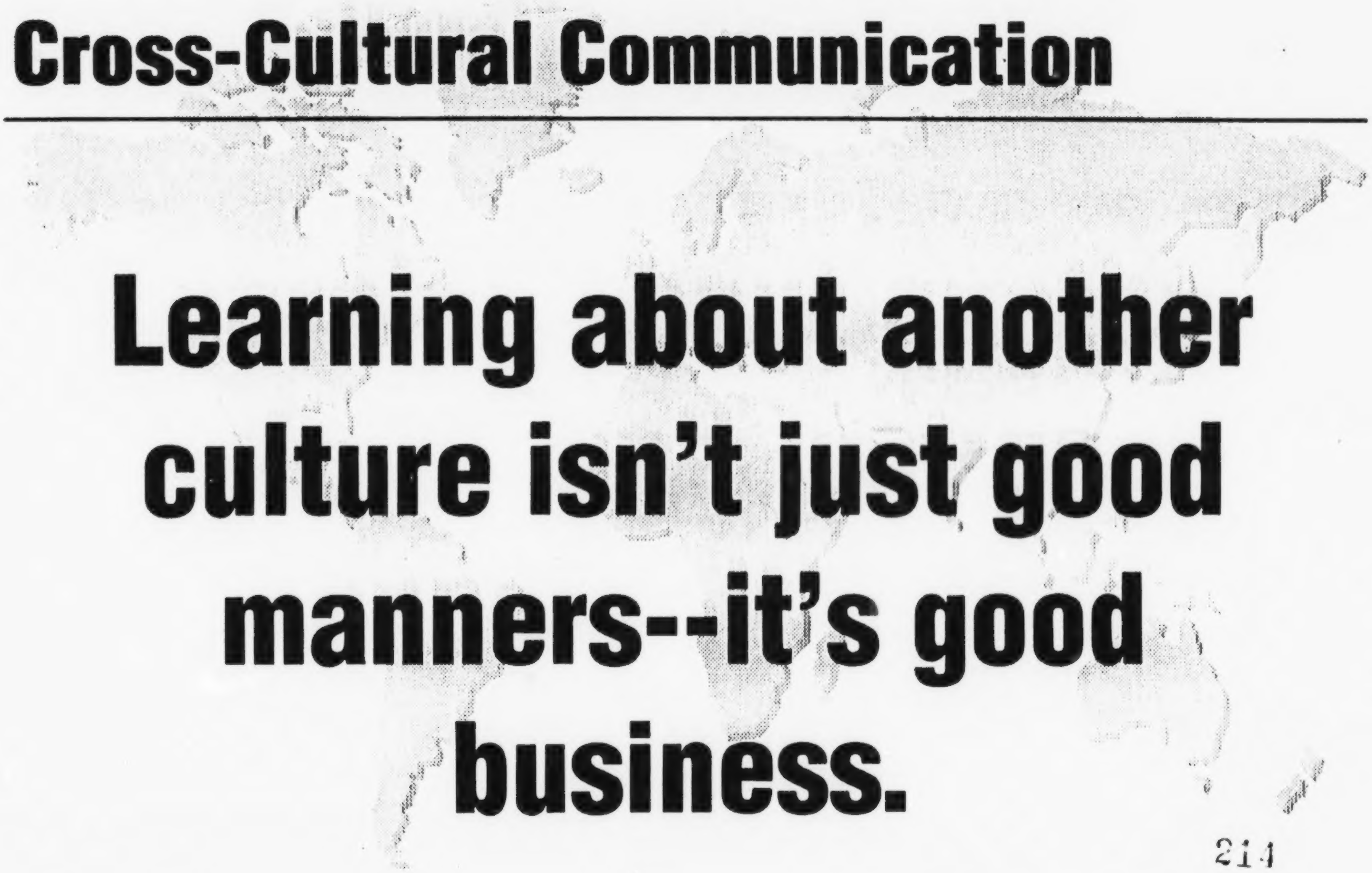
-Marshall McLuhan
(1964)

What is Culture?



- Culture is a way of life developed and shared by a group of people and passed down from generation to generation.
- Culture is not inherent or innate, but learned.
- Culture reflects society and its behaviors.
- Culture is not necessarily the same as nation.
- Culture is invisible.
- Communication is the cement that perpetuates culture!

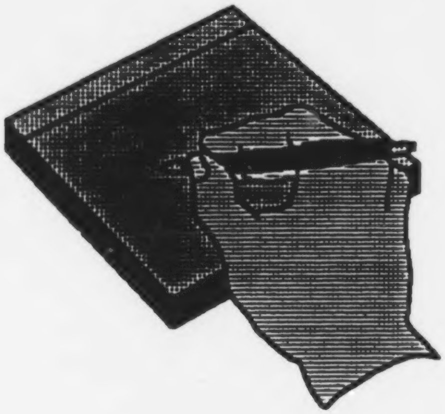
Cross-Cultural Communication

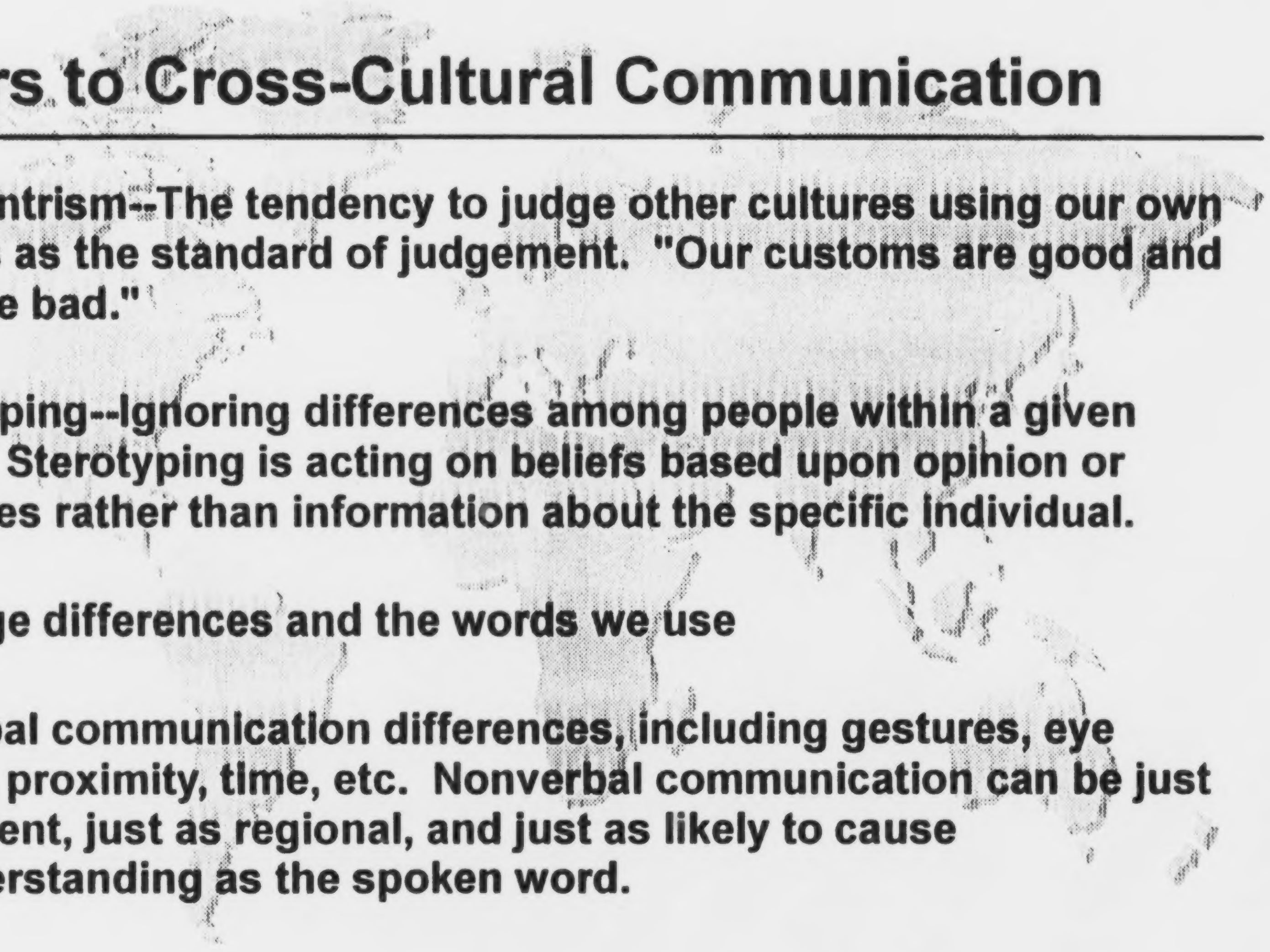


Learning about another culture isn't just good manners--it's good business.

WRITE

List 5 different cultures or subcultures that you interact with at work. Write about a cross-cultural misunderstanding you have experienced with a person from one of these cultures. Describe the misunderstanding. What went wrong? Why?





Barriers to Cross-Cultural Communication

- Ethnocentrism--The tendency to judge other cultures using our own customs as the standard of judgement. "Our customs are good and theirs are bad."

- Stereotyping--Ignoring differences among people within a given culture. Sterotyping is acting on beliefs based upon opinion or categories rather than information about the specific individual.

- Language differences and the words we use

- Nonverbal communication differences, including gestures, eye contact, proximity, time, etc. Nonverbal communication can be just as different, just as regional, and just as likely to cause misunderstanding as the spoken word.

Barriers to Cross-Cultural Communication

- Violating Cultural Rules & Customs--There are formal and informal rules of a culture. We are unaware of the informal rules until we break them.

- Cultural Conditioning--We get our norms, our ideas about how to behave, from the people around us, especially our parents. Our behaviors represent/reflect the underlying values and attitudes of members of our culture. When people behave the way we think they ought to, it means that they learned the same cultural norms/values. In other words, you share the same cultural environment.

- THE BASIS OF CROSS-CULTURAL MISUNDERSTANDING is assuming that the other person looks at the world the same way we do--that they are conditioned the same way we are and have the same underlying values.

What I say is this, and this I do not say to all Englishmen. God made us different--you and I, and your fathers and my fathers. For one thing we have different standards of honesty and speaking the truth. That is not our fault, because we are made so . . . And look now what you do? You come and judge us by your own standards.

Rudyard Kipling
"East and West"

What comes to mind?

Japanese

New Englanders

Texans

Bikers

Teenagers

Management

Artists at Current

Values Auction

	Plan your bid silently	Amount you bid during auction	Final Amount sold
1. To be honest			
2. To be esteemed by others			
3. To be warm and sincere			
4. To have free time for enjoyment			
5. To give freely of myself in helping others			
6. To spend time with my family			
7. To be an effective leader			
8. To be a team player			
9. To be considered different and unique			
10. To be secure monetarily			
TOTAL	$5,000	$5,000	(total cannot exceed $5,000)

- Smallest bid at one time is $100
- Largest bid at one time is $500
- Bid in increments of $100

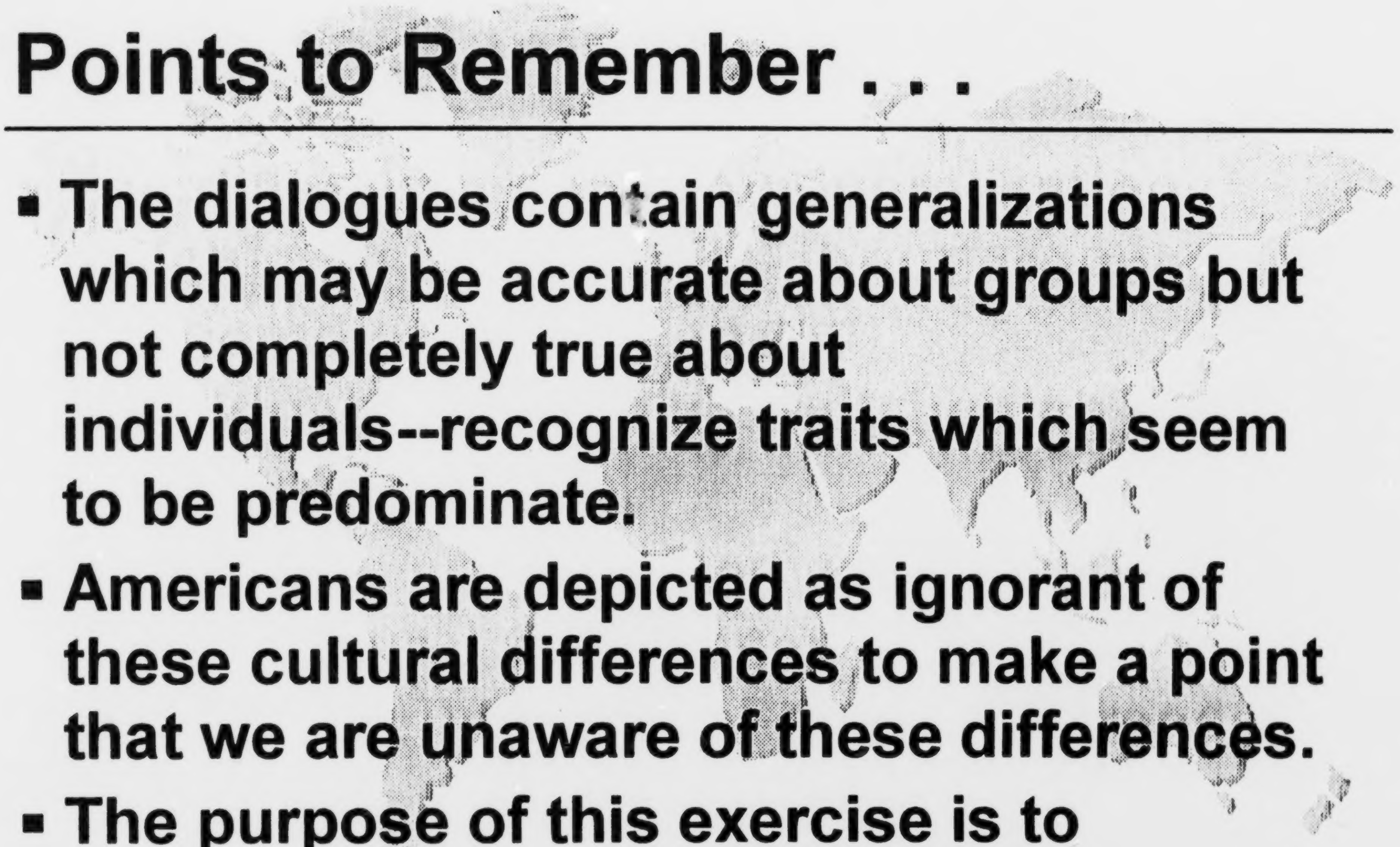
Value Classification System

Value	*Primary*	*Secondary*	*Tertiary*	*Negligible*
Individuality	W	B	E	M
Motherhood	BE	MW	—	—
Hierarchy	WEMA	B	—	—
Masculinity	BMEWA	—	—	—
Gratefulness	EA	MB	W	—
Peace	E	B	WA	M
Money	WAB	M	E	—
Modesty	E	BAM	—	W
Punctuality	W	B	ME	A
Saviorism	W	M	—	EBA
Karma	E	—	—	MWBA
Firstness	W	B	—	EAM
Aggressiveness	WB	M	AE	—
Collective Responsibility	EAM	B	—	W
Respect for Elders	EAM	B	—	W
Respect for Youth	W	MABE	—	—
Hospitality to Guests	EA	B	MW	—
Inherited Property	E	—	MWAB	—
Preservation of Environment	E	BA	W	M
Color of Skin	EWB	M	—	A
Sacredness of Farm Land	E	A	—	BMW
Equality of Women	W	EB	A	M
Human Dignity	WB	EAM	—	—
Efficiency	W	B	EM	—
Patriotism	BMAE	W	—	—
Religion	WBMAE	—	—	—
Authoritarianism	EMA	WB	—	—
Education	WB	EAM	—	—
Frankness	W	BEMA	—	—

SOURCE: K.S. Sitaram and Roy T. Cogdell, *Foundations of Intercultural Communication* (Columbus, Ohio: Charles E. Merrill, 1976), p. 191. Used by permission.

Legend:
W = Western cultures
B = Black cultures
M = Muslim cultures
E = Eastern cultures
A = African cultures

Points to Remember . . .



- The dialogues contain generalizations which may be accurate about groups but not completely true about individuals--recognize traits which seem to be predominate.
- Americans are depicted as ignorant of these cultural differences to make a point that we are unaware of these differences.
- The purpose of this exercise is to develop cultural sensitivity and become aware of "general" American norms.

Cross-Cultural Dialogues Summary

- Culture is evident in our behavior
- Cultural differences are real and we should be aware of them
- We can identify American cultural norms
- We can recognize the contrast between American cultural norms and those of other cultures

Be on Target

- Don't assume sameness.
- What you think of as normal or human behavior may only be cultural.
- Familiar behaviors may have different meanings.
- Don't assume that what you meant was understood.
- Don't assume that what you understood was what was meant.
- You don't have to like or accept "different" behavior, but you should try to understand where it comes from.
- Most people do behave rationally; you just have to discover the rationale.